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ABSTRACT

The individualized reading curriculum guide contains conceptual and instructional models, instructional modules, and competency tests to be used by special education teachers for exceptional children. The curriculum is said to be a critical component of the model developed at Florida State University for trainee demonstration of competency in diagnosis and intervention during practicum experience. The conceptual model gives guidelines for reading competency, major competency tests, performance objectives and cluster competency tests. Reading competency is defined as integration of the four major skills of pre-reading, reading-phonetics, reading-linguistics, and reading comprehension. The criterion referenced competency tests are said to be helpful in diagnosis. Individualized instructional modules described include auditory and visual discirmination, memory, sequential memory, comprehension, and visual letter knowledge in the area of pre-reading; consonants and vowels in the area of reading-linguistics; and phonetics-linguistics, word and phrase meaning, syntax, sentence and paragraph meaning in the area of reading comprehension. Usually given for each area (or competency) is the model cluster (such as visual discrimination), module (such as discrimination of position), purpose, behavioral objectives, instructional resources/options/activities, and sample test items. Appended are lists of words and sentences to illustrate such aspects as rhyming, consonant blending, blends, prefixes, or sentence meaning. (For related information see EC 060 271, EC 060 273, and EC 060 274.) (MC)

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CLINICAL TEACHER DESIRED PUPIL BEHAVIORS: AN INDIVIDUALIZED READING CURRICULUM

Fall, 1973
The Florida State University

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CLINICAL TEACHER DESIRED PUPIL BEHAVIORS: AN INDIVIDUALIZED READING CURRICULUM

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Interrelated Areas of Special Education

Fall, 1973
The Florida State University

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CLINICAL TEACHER MODEL

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Preface

This INDIVIDUALIZED READING CURRICULUM is part of a series of publications of the Clinical Teacher Model of Interrelated Areas of Special Education at the Florida State University. The behaviorally specified and measurable reading objectives for exceptional pupils are some of the common behaviors necessary for succeeding in the mainstream of regular education. Clinical Teacher Trainees, using this curriculum during their field practicum and internship, demonstrate their generic competencies of diagnosis and intervention.

The prototype reading curriculum was designed during 1971-72, by Robert Barrios, Beverly Blanton, John Kelly, Lee Kotick, and Teressa Willbur, when they were Clinical Teacher Trainees. Field trials during 1972-73 indicated needed revisions, and was subsequently re-designed by the present authors. The INDIVIDUALIZED READING CURRICULUM is introduced by a philosophical overview. Conceptual and instructional models provide organizational and sequential guides. Individualized instructional modules, clustered into major competency areas, are the basic units for instruction. Cluster competency tests and suggested module test items complete the curriculum.

This curriculum is a critical component of the Clinical Teacher Model. It is believed that a teacher using this curriculum will be able to individualize and personalize the reading program for exceptional children. This aspiration is historically consistent with the philosophy and provisions for meeting the individual needs of each child.

> Individual instruction is necessarily more thoro than class instruction. Each pupil masters by himself all the work necessary to reach the grade standard as shown by thoro tests; if he is weak in any place, he is given repair exercises until he is thoro. Under an individual system, pupils vary *in the time* required to complete a unit of work, but they are practically identical in thoroness in results; under the class system the time is uniform, but they vary in *thoroness.*
>
> This new relationship between pupil and teacher is the mother of an education which has a far horizon. It means an open door to ambition, motives and all conditions favorable to education. It means freedom to the latent birthrights of each different personality. The pupil can think in his own way and at his own rate. His teacher is not his taskmaster but his friendly helper. School is not a treadmill but an exercise-ground for his ambition, his desires and his personal ingenuity.
>
> Practically all teachers would be specialists. Nor will the backward pupils be a serious menace to the success of the others. Their segregation will not even be necessary. If, for reason of their expert instruction, special teachers are desirable for them, these

pupils can be handled just as are special pupils in music, art or literary expression. They will be taught to the limits of their ability; and their instruction will not be affected by the instruction of others, nor will their instruction affect others.

Frederic Burk "Individual Instruction vs. the Lockstep System," *The American City*, Vol. XVIII, No. 4, April, 1918 (328-329).

Louis Schwartz and Andrew Oseroff
Tallahassee, Florida

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Introduction

This reading continuum or learning hierarchy is a well-defined sequence of progressive, behaviorally defined objectives designed as a guideline for setting up a student's program of study.[1] It should be noted that the authors have considered the many reasons learning hierarchies, useful and even essential as they are for curriculum development, are inadequate by themselves for the planning of curriculum evaluation. Summative evaluations should require consideration of a variety of the learner's characteristics: intellectual abilities, motives, values, plans, interests, and attitudes. Thus, this reading continuum was designed to be used as a complementary approach to reading instruction and not as a method used in isolation.

As has been pointed out in the Gage Handbook, in the chapter entitled "Research on Teaching Reading," "some methods and materials are better than others, but there seems to be no 'best' method for all children learning to read."[2] What is needed then is a flexible curriculum with many points of entry, different methods of instruction, and options among instructional objectives. The modular format of instructional units will hopefully lend itself to such flexibility.

> "This does not imply the abandonment of sequence requirements inherent in the structure of material to be learned, but does imply that prerequisites, where essential, are to be specified in terms of capabilities of the learner rather than in terms of previous instructional experiences. A flexible curriculum avoids the necessity for all individuals to proceed through all steps in a curriculum sequence, and adapts to the fact that some individuals acquire prerequisites on their own, while others need more formal support to establish the prerequisites for advanced learning."[3]

It is the deepest concern of the authors that within this system, new and varied instructional materials and objectives will be developed in response to the changing educational interests and requirements of both teachers and students.

The conceptual model is the basis of the order in which these modules are presented. Although no rigid hierarchy exists, certain skills are presumed to be requisite entry behaviors for use of the reading continuum. If these entry behaviors are not present, then the skills must be acquired. Included in these skills are both auditory and visual-motor perception as well as the entire range of haptic skills. These may be seen as part of the model, but are not presented as modules in the continuum.

The Clinical Teacher should be sure that each student's auditory and visual acuity have been tested, particularly if there is any reason to suspect a deficit in either area. The haptic skills are not included in this continuum because of the indirectness of their relationship to reading. However, it must not be assumed that this area of functioning may be ignored.

In using the modules of the reading continuum, the Clinical Teacher should consider the language development of each child. Many of the modules require a specific type of response, either verbal or motor. If the child is unable to make the appropriate response, an alternate type of response should be considered. The objective of the modules is the acquisition of specific skills, and these skills may be demonstrated in various ways. It is not as important that the child make exactly the type response specified, as it is that he demonstrate in some way his ability to complete the required task or demonstrate the behavior.

Important concepts which are required from the beginning of the reading continuum are those of "same" and "different." An understanding of these concepts is a prerequisite to success in the continuum. They are not taught in the continuum, but the child is required to make numerous distinctions based on these concepts. Daily lessons in the Peabody Language Development kits, Levels P and 1, may be found to be helpful if it is necessary to teach the child these concepts.

This continuum has been designed as a performance-based program. In other words, it is built on a conceptual model of information processing skills. To follow this type format, certain behaviors and skills must be identified, as in the conceptual model, and then defined.

To follow the structure of a performance-based program, the authors have defined each module's instructional intent in the PURPOSE. The behavioral objectives (competencies to be obtained) have then been stated in three parts:

1. Outcome: What the student is to do when he has mastered the skill of behavior.
2. Context: A suggested way in which the student may arrive at the intended outcome.
3. Criteria: A level of achievement at which the student is deemed competent in a behavior (mastery level).

The authors realize that the means (context) offered to obtain any objective are often not absolute. That is why options are always included as another means of substitution for context. There is no absolute means to achieve the desired behavior and changes may be made to fit the individual's learning characteristics or the educational environment.

As stated previously, criterion levels have been set for each objective. However, in many instances the term Clinical Teacher Judgement may be seen. This generally means that the Clinical Teacher should consider the weight of the objective as a prerequisite to the desired mastery skills. Consideration should also be given to the reasonableness of the amount of time needed to obtain the objective. Often a student's performance on a single objective may not adequately measure the intended understanding and/or application skills which should be obtained. Therefore, it is foreseen by the authors of these modules, that situations will arise in

which the clinical judgement of the teacher must be the decisive factor in determining a student's level of competency.

Criterion levels are used when assessing the behavior by use of simple test items. These criterion-referenced items are written so that they measure the outcome of the prestated objective. The authors intend the user to take advantage of these items to the fullest extent by means of a pre- and posttest. The items might be used as a pretest measure to see if a child is ready to enter a module following that sample. Then, of course, the items would be used to assess the competency level at the completion of each module.

A major competency test has also been designed for the Clinical Teacher's utilization. The competency test covers a module cluster. It is used to help in diagnosis. By using a cluster item, the Clinical Teacher may sample behavior, to help locate the level on the continuum at which the child may need to enter. This enables an accurate assessment without having to sample each module. On the other hand, the Clinical Teacher may use this instrument in reverse, to check whether the competencies and/or behaviors have been achieved.

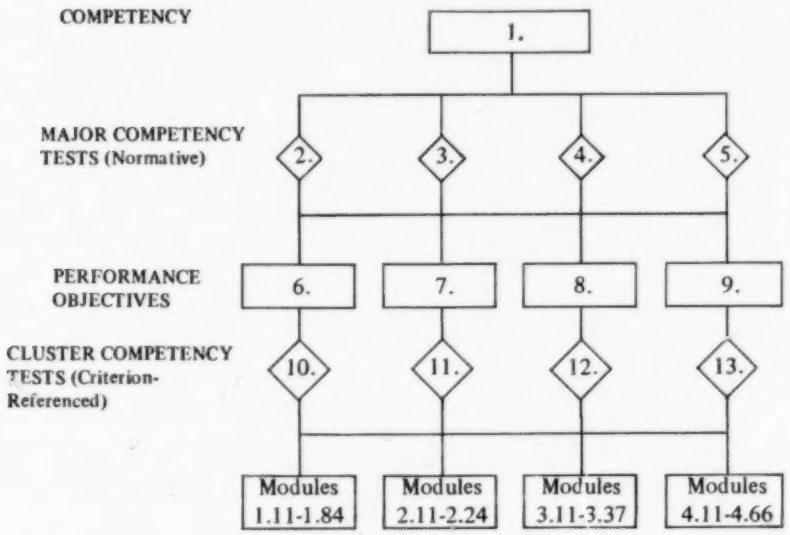
Properly used, this program can help you implement many areas of your own program, and help you design remedial strategies to achieve the instructional gains you, as a clinician, deem necessary.

[1] Glaser, Robert. Adapting the elementary school curriculum to individual performance, *Proceedings of the 1967 Invitational Conference of Testing Problems.* Princeton: Education Testing Service, 1968. PP. 3-36.

[2] Russell, David H. and Fea, Henry R. "Research on Teaching Reading," in *Handbook of Research on Teaching,* N. L. Gage, Editor. Rand McNally & Company, Chicago. 1963.

[3] Glaser, Robert, Individuals and Learning: The New Aptitudes. *Educational Researcher,* Vol. 1, No. 6, June, 1972. P. 12.

CONCEPTUAL MODEL FOR READING COMPETENCIES



COMPETENCIES:

1. The competency of reading is the integration of the four major skills (Pre-Reading, Reading-Phonetics, Reading-Linguistics, and Reading-Comprehension) enabling the exceptional child to achieve at various levels. Reading achievement is measured by the amount of comprehension, and the content of different difficulty levels attained within the constraints of specified time limits.

MAJOR COMPETENCY TESTS (Normative):

2., 3., 4., & 5. The major competency tests in Pre-reading, Reading-Phonetics, Reading-Linguistics, and Reading-Comprehension may be chosen by the Clinical Teacher from the wide array of standardized, norm-referenced tests.

PERFORMANCE OBJECTIVES:

6. Pre-Reading competency is the achievement of auditory, visual, and haptic skills believed to be pre-requisite for reading behaviors.
7. Reading-Phonetics competence is the achievement of skills in identifying and verbalizing the phonetic sounds, of letters and of letter combinations, believed to be interconnected with the achievement of other reading behaviors.

8. Reading-Linguistics competency is the achievement of skills in identification and rule application, of word forms, parts of speech, and sentences, believed to be interconnected with the achievement of other reading behaviors.

9. Reading-Comprehension competency is the achievement of skills in syntax, word meaning, sentence meaning, phrase meaning, and paragraph meaning, believed to be interconnected with the achievement of other reading behaviors.

CLUSTER COMPETENCY TESTS (Criterion-Referenced):

10. The cluster competency tests in Pre-Reading are criterion-referenced measures of achievement in letter knowledge, and in discrimination, memory, sequential memory, and comprehension in both the auditory and visual channels. (Auditory and visual-motor perception, and the entire range of haptic skills, are considered to be pre-requisite to this reading continuum.) These tests include Modules 1.11-1.84.

11. The cluster competency tests in Reading-Phonetics are criterion-referenced measures of achievement in consonants, and vowels. These tests include Modules 2.11-2.24.

12. The cluster competency tests in Reading-Linguistics are criterion-referenced measures of achievement in word form, sentences, and parts of speech. These tests include Modules 3.11-3.37.

13. The cluster competency tests in Reading-Comprehension are criterion-referenced measures of achievement in word meaning, phrase meaning, syntax, sentence meaning, and paragraph meaning. These tests include Modules 4.11-4.66.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.11 Module: Sound Discrimination

I PURPOSE: To provide the student with the skills for discriminating sounds.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between different sounds by raising his hand appropriately.
2. Context: A series of ten pairs of sounds, five of which are identical and five of which are not.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will discriminate between similar sounds by raising his hand appropriately.
2. Context: A series of fifteen pairs of sounds, six of which are identical, three of which vary in intensity, three of which vary only in duration, and three of which vary only in pitch.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) *Clinical Teaching,* Smith, p. 149-50

B) Peabody Language Development Kit, Level #P
6-3 & 4; 3-3; 11-2; 30-2; 25-3; 37-3, 47-4; 48-3; 57-1; 60-1 & 3; 67-1; 69-2; 71-2; 90-4; 103-3; 107-2 & 3; 112-1 & 2; 116-3;128-2, 3, & 4; 129-3; 131-1 & 3; 132-1 & 2; 133-4; 137-1; 138-4; 141-4; 144-3; 145-2; 150-2; 152-1; 153-3 & 4; 155-3; 156-3; 157-3; 159-3; 160-4; 161-2 & 4; 162-4; 163-4; 167-1 & 4, 169-3; 170-3; 171-1; 178-3; 179-1

C) Peabody Language Development Kit, Level #1
56-3; 100-2

IV SAMPLE TEST ITEMS:

A) Given a series of ten pairs of sounds, five of which are identical and five of which are not, the student will raise his hand when the sounds are different.

B) Given a series of fifteen pairs of sounds, six of which are identical, three of which vary only in intensity, three of which vary only in duration, and three of which vary only in pitch, the student will raise his hand when the sounds are different.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.12 Module: Rhyming

I PURPOSE: To provide the student with the skills for rhyming.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will raise his hand when a pair of words rhymes.
2. Context: A list of ten pairs of words presented orally, five of which rhyme and five of which do not.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will name a word which rhymes with a given word.
2. Context: A list of ten one-syllable words presented orally.
3. Criteria: Clinical Teacher Judgement

C) 1. Outcome: The student will name a pair of words that rhyme.
2. Context: Not significant
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) *Clinical Teaching*, Smith, p. 150-151

C) Peabody Language Development Kit, Level #P
33-1; 36-2; 39-4; 40-4; 46-4; 48-4; 49-3; 64-3; 77-4; 105-3; 109-3; 120-3; 130-2; 133-3; 137-3; 149-3; 154-2; 158-3; 171-3

D) Peabody Language Development Kit Level #1
9-1; 13-3; 16-2; 18-2; 24-2; 31-1; 37-1; 44-3; 48-2; 49-1; 57-2; 70-1; 74-3; 79-1, 2; 93-1; 96-2; 98-3; 104-2; 106-3; 109-1; 116-2; 118-3; 122-1; 127-1; 142-3; 145-2; 153-2; 158-2; 160-3; 161-1; 169-1

IV SAMPLE TEST ITEMS:

A) Given a list of ten pairs of one-syllable words, five of which rhyme and five of which do not, the student will raise his hand when a pair of words rhymes.

B) Given a list of ten one-syllable words presented orally, the student will name a word which rhymes with each given word.

C) The student will name a pair of words that rhyme.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.13 Module: Single Consonant Discrimination

I PURPOSE: To provide the student with the skills for discriminating single consonants.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between single consonant sounds by responding verbally.
2. Context: Twenty pairs of consonants presented orally, ten of which are the same and ten of which are not.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Language Master Cards. For instance, each card containing two consonant sounds, a pause for student response as to whether the sounds are the same or different, and teacher confirmation.

B) Cassette Tapes, used in a similar manner.

IV SAMPLE TEST ITEMS:

A) Given a series of twenty pairs of consonants presented orally, ten of which are the same and ten of which are not, the student will indicate whether the consonant sounds are the same or different by responding verbally.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.14 Module: Initial Consonant Discrimination

I PURPOSE: To provide the student with the skills for discriminating initial consonants.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between initial consonant sounds by responding verbally.
2. Context: Twenty pairs of words presented orally, ten of which pairs begin with the same initial consonant and ten of which do not.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Wepman, Auditory Discrimination Test (initial consonants)

B) Perc, Auditory Discrimination Test (initial consonants)

C) Durrell – Improving Reading Instruction

D) Durrell, Sullivan, Murphy – Building Word Power

E) Lyons & Carnahan – Phonics We Use

F) Durrell-Murphy – Speech to Print Phonics

G) Peabody Articulation Cards

H) Peabody Language Development Kit, Level #P
72-3; 92-3; 116-2; 127-4; 129-2; 145-2; 167-2; 174-2; 179-4

I) Language Master Cards. For instance, the teacher might make a set of cards, each containing two words beginning with consonants, a pause for the student to respond whether the initial consonants are the same or different, and teacher confirmation.

J) The following commercially prepared materials may also be found to be suitable resources:

Show You Know – Then Go! – Teaching Resources, Phonics
Game Transparencies – Discovery Phonics
Initial Consonants – Listening Tapes – Ideal
Consonant Lotto – Dolch
Auditory Discrimination in Depth – Teaching Resources

IV SAMPLE TEST ITEMS:

A) Given a list of twenty pairs of words presented orally, ten of which pairs begin with the same initial consonant and ten of which do not, the student will indicate whether the initial consonant sounds are the same or different by responding verbally.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.15 Module: Final Consonant Discrimination

I PURPOSE: To provide the student with the skills for discriminating final consonants.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between final consonant sounds by responding verbally.
2. Context: Twenty pairs of words presented orally, ten of which pairs have the same final consonant and ten of which do not.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Wepman, Auditory Discrimination Test (final consonants)

B) Perc, Auditory Discrimination Test (final consonants)

C) Durrell – Improving Reading Instruction

D) Durrell, Sullivan, Murphy – Building Word Power

E) Lyons & Carnahan – Phonics We Use

F) Peabody Articulation Cards

G) Language Master Cards. For instance, the teacher might make a set of cards, with each card containing two words ending in consonants, a pause for the student to respond whether the final consonants are the same or different, and teacher confirmation.

H) The following commercially prepared materials may also be found to be suitable resources:
Final Consonant Transparencies – Ideal
Listening Tapes – Final Consonants – Ideal

IV SAMPLE TEST ITEMS:

A) Given a list of twenty pairs of words presented orally, ten of which pairs have the same final consonant and ten of which do not, the student will indicate whether the final consonants are the same or different by responding verbally.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.16 Module: Single Vowel Discrimination

I PURPOSE: To provide the student with the skills for single vowel discrimination.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between single vowel sounds by responding verbally.
2. Context: Ten pairs of vowels presented orally, ten of which are the same and ten of which are not.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Language Master Cards. For instance, each card containing two vowel sounds, a pause for student response as to whether the sounds are the same or different, and teacher confirmation.

B) Cassette Tapes, used in a similar manner.

IV SAMPLE TEST ITEMS

A) Given ten pairs of vowels presented orally, ten of which are the same and ten of which are not, the student will indicate whether the vowel sounds are the same or different by responding verbally.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.17 Module: Medial Vowel Discrimination

I PURPOSE: To provide the student with the skills for discriminating medial vowels.

II BEHAVIORAL OBEJCTIVE(S):

A) 1. Outcome: The student will discriminate between medial vowel sounds by responding verbally.
2. Context: Ten pairs of words presented orally, ten of which have the same medial vowel sounds and ten of which do not.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) Wepman, Auditory Discrimination Test (medial)

C) Perc, Auditory Discrimination Test (Medial vowels)

D) Language Master. For instance, each card containing two one-syllable words with a medial vowel, a pause for student response as to whether the medial vowels are the same or different, and teacher confirmation

E) Cassette Tapes, similar in usage to Language Master Cards

F) Durrell, Sullivan, Murphy – Building Word Power

G) Lyons & Carnahan, Phonics We Use

H) The following commercially prepared materials may also be found to be suitable resources:
Vowel Discrimination – Listening Tapes – Ideal
Vowel Lotto – Dolch

IV SAMPLE TEST ITEMS

A) Given a list of ten pairs of words presented orally, ten of which have the same medial vowel sounds and ten of which do not, the student will indicate whether the medial vowel sounds are the same or different by responding verbally.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.18 Module: Discrimination of Single Consonant Blends

I PURPOSE: To provide the student with the skills for discriminating single consonant blends.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between the sounds of single consonant blends by responding verbally.
2. Context: Twenty pairs of consonant blends presented orally, ten of which pairs are the same and ten of which are not.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Language Master Cards. For instance, the teacher might make a set of cards, each card containing two consonant blends, a pause for the student to respond whether the blends sound the same or different, and teacher confirmation.

C) Cassette tapes, similar in usage to Language Master Cards.

IV SAMPLE TEST ITEMS:

A) Given a series of twenty pairs of consonant blends presented orally, ten of which are the same and ten of which are not, the student will indicate whether the sounds of the consonant blends are the same or different by responding verbally.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.19 Module: Discrimination of Initial Consonant Blends

I PURPOSE: To provide the student with the skills for discriminating initial consonant blends.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between initial consonant blends by responding verbally.
2. Context: Twenty pairs of words presented orally, ten of which pairs have the same initial consonant blend and ten of which do not.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Durrell-Murphy – Speech to Print Phonics

C) Lyons & Carnahan – Phonics We Use

D) Language Master Cards. For instance, the teacher might make a set of cards, each card containing two words with initial consonant blends, a pause for the student to respond whether the initial consonant blends are the same or different, and teacher confirmation.

E) Cassette tapes, similar in usage to the Language Master Cards.

F) Peabody Articulation Cards

G) Peabody Language Development Kit, Level #P
167-2

H) The following commercially prepared materials may also be found to be suitable resources:
Listening Tapes – Ideal
Consonant Blend Playing Cards – McGraw-Hill
Phonics Game – Lyons & Carnahan

IV SAMPLE TEST ITEMS:

A) Given a list of twenty pairs of words presented orally, ten of which pairs have the same initial consonant blends and ten of which do not, the student will indicate whether the sounds of the initial consonant blends are the same or different by responding verbally.

1.0 Competency: Pre-Reading

1.1 Module Cluster: Auditory Discrimination

1.191 Discrimination of Final Consonant Blends

I PURPOSE: To provide the student with the skills for discriminating final consonant blends.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between final consonant blends by responding verbally.
2. Context: Twenty pairs of words presented orally, ten of which have the same final consonant blends and ten of which do not.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Durrell-Murphy – Speech to Print Phonics

C) Language Master. For instance, each card containing two one-syllable words with a final consonant blend, a pause for student response as to whether the final consonant blends are the same or different, and teacher confirmation.

D) Cassette Tapes. Similar in usage to Language Master Cards

E) Phonics We Use – Lyons & Carnahan

F) The following commercially prepared materials may also be found to be suitable resources:
Listening Tapes – Ideal
Consonant Blends Playing Cards – McGraw-Hill
Phonic Game – Lyons & Carnahan

IV SAMPLE TEST ITEMS

A) Given a list of twenty pairs of words presented orally, ten of which have the same final consonant blends and ten of which do not, the student will indicate whether the sounds of the final consonant blends are the same or different by responding verbally.

1.0 Competency: Pre-Reading

1.2 Module Cluster: Auditory Memory

1.21 Module: Auditory Memory of Sounds

II PURPOSE: To provide the student with the skills for auditory memory of sounds.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will recall verbally or physically reproduce in any sequence a series of sounds previously heard.
2. Context: Three different series of four sounds, presented to the student when blindfolded or out of his line of vision.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will recall verbally or physically reproduce in any sequence a series of sounds previously heard.
2. Context: Three different series of four sounds, presented to the student when blindfolded or out of his line of vision; a pause of five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Language Master Cards. For instance, the teacher might make a set of cards, each card containing two or three sounds and a pause for the student to name the sounds which he heard.

B) Cassette tapes, similar in usage to the Language Master Cards. In using the tapes, the teacher might make the series of sounds longer, and include teacher feedback.

C) Peabody Language Development Kit, Level #P
3-3; 11-3; 16-3; 27-3; 30-3; 77-3; 112-1 & 2; 141-1 & 4; 171-1

D) The following commercially prepared materials may also be found to be suitable resources:
Perception of Sound – Teaching Resources

IV SAMPLE TEST ITEMS:

A) Given three different series of four sounds (example: clap hands, tap desk, tap a pencil, ring a bell), presented to the student when blindfolded or out of his line of vision, the student will recall verbally or physically reproduce the sounds.

B) Given three different series of four sounds presented to the student when blindfolded or out of his line of vision, a pause of five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause, the student will recall verbally or physically reproduce the sounds heard.

1.0 Competency: Pre-Reading

1.2 Module Cluster: Auditory Memory

1.22 Module: Auditory Memory of Words

I PURPOSE: To provide the student with the skills for auditory memory of words.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbally recall, in any sequence, a series of words.
2. Context: Three series of four familiar words, establishing set, spoken at the rate of one per second.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will verbally recall, in any sequence, a series of words.
2. Context: Three series of four familiar words, not establishing set, spoken at the rate of one per second.
3. Criteria: 100% accuracy.

C) 1. Outcome: The student will verbally recall, in any sequence, a series of words.
2. Context: Three series of two unfamiliar words, spoken at the rate of one per second.
3. Criteria: 100% accuracy.

D) 1. Outcome: The student will verbally recall, in any sequence, a series of words.
2. Context: Three series of four familiar words, establishing set, spoken at the rate of one per second; a pause of five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause.
3. Criteria: Clinical Teacher Judgement

E) 1. Outcome: The student will verbally recall, in any sequence, a series of words.
2. Context: Three series of four familiar words, not establishing set, spoken at the rate of one per second; a pause of five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause.

3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Dolch Words – 95 basic nouns

B) Dolch – Picture word cards

C) Master Language Cards. For instance, the teacher might make a set of cards, each card containing two or three words followed by a pause for the student to name the words which he heard.

D) Cassette tapes, similar in usage to the Language Master Cards. In using the tapes, the teacher might make the series of words longer, and provide teacher feedback.

E) Peabody Language Development Kit, Level #P
40-3; 41-1; 44-1 & 4; 57-3; 72-1; 89-1; 91-1; 97-3; 100-1 & 2; 104-1; 120-1; 123-1; 124-3; 138-1 & 2; 144-1 & 2; 148-1 & 2; 160-1; 180-1

IV SAMPLE TEST ITEMS:

A) Given three series of four familiar words, establishing set, spoken at the rate of one word per second, the student will name (not necessarily in sequence) the words previously heard.

B) Given three series of four familiar words, not establishing set, spoken at the rate of one word per second, the student will name (not necessarily in sequence) the words previously heard.

C) Given three series of two unfamiliar words, spoken at the rate of one word per second, the student will name (not necessarily in sequence) the words previously heard.

D) Given three series of four familiar words, establishing set, spoken at the rate of one word per second; a pause of five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause, the student will name (not necessarily in sequence) the words previously heard.

E) Given three series of four familiar words, not establishing set, spoken at the rate of one word per second; a pause of five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause, the student will name (not necessarily in sequence) the words previously heard.

1.0 Competency: Pre-Reading

1.2 Module Cluster: Auditory Memory

1.23 Module: Auditory Memory of Numbers

I PURPOSE: To provide the student with the skills for auditory memory of numbers.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will recall verbally, in any sequence, a series of numbers previously heard.
2. Context: Three series of four random numbers spoken at the rate of one per second.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will recall verbally, in any sequence, a series of numbers previously heard.
2. Context: Three series of four random numbers spoken at the rate of one per second; a pause of five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Language Master Cards. For instance, the teacher might make a set of cards, each card containing two or three numbers, followed by a pause for the student to name the numbers which he heard.

B) Cassette tapes, similar in usage to the Language Master Cards. In using the tapes, the teacher might make the series of numbers longer, and include teacher feedback.

C) Peabody Language Development Kit, Level #P
46-3

IV SAMPLE TEST ITEMS:

A) Given three series of four random numbers, spoken at the rate of one per second, the student will name (not necessarily in sequence) the numbers previously heard.

B) Given three series of four random numbers spoken at the rate of one per second; a pause of five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause, the student will name (not necessarily in sequence) the numbers previously heard.

1.0 Competency: Pre-Reading

1.2 Module Cluster Auditory Memory

1.24 Module: Auditory Memory of Letters

I PURPOSE: To provide the student with the skills for auditory memory.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbally recall, in any sequence, random letter previously heard.
2. Context: Three series of four random letters, spoken at the rate of one per second.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will verbally recall, in any sequence, random letters previously heard.
2. Context: Three series of four random letters, spoken at the rate of one per second; a pause of five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Language Master Cards. For instance, the teacher might make a set of cards, each card containing two or three letters, followed by a pause for the student to name the letters which he heard.

B) Cassette tapes, similar in usage to the Language Master Cards. In using the tapes, the teacher might make the series of letters longer, and include teacher feedback.

IV SAMPLE TEST ITEMS:

A) Given three series of four random letters, spoken at the rate of one per second, the student will name (not necessarily in sequence) the letters previously heard.

B) Given three series of four random letters, spoken at the rate of one per second; a pause for five seconds following the aforementioned context, followed by the reading of a distracting sentence from an unfamiliar story, followed again by a five second pause, the student will name (not necessarily in sequence) the letters previously heard.

1.0 Competency: Pre-Reading

1.3 Module Cluster: Auditory Sequential Memory

1.31 Module: Auditory Sequential Memory of Sounds

I PURPOSE: To provide the student with the skills for auditory sequential memory of sounds.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will recall verbally or physically reproduce in sequence a series of sounds.
2. Context: Three series of four sounds, presented to the student when blindfolded or out of his line of vision.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Language Master Cards. For instance, the teacher might make a set of cards, each card containing three sounds, followed by a pause for the student to name the sounds which he heard.

B) Cassette tapes, similar in usage to the Language Master Cards. In using the tapes, the teacher might make the series of sounds longer, and include teacher feedback.

C) Peabody Language Development Kit, Level #P
43-3; 98-4; 117-4; 133-4; 138-4; 162-4

D) Peabody Language Development Kit, Level #1
4-3; 7-3; 44-3; 65-3; 80-3; 97-3; 110-2; 115-2; 140-3; 162-3

E) The following commercially prepared materials might also be found to be suitable resources:
Memory – Auditory and Visual – Teaching Resources Filmstrips
Sequence Tapes – Ideal

IV SAMPLE TEST ITEMS:

A) Given three series of four sounds (example: clap hands, tap desk, tap a pencil, ring a bell), presented to the student when blindfolded or out of his line of vision, the student will recall verbally or physically reproduce the sounds in sequence.

1.0 Competency: Pre-Reading

1.3 Module Cluster: Auditory Sequential Memory

1.32 Module: Auditory Sequential Memory of Words

I PURPOSE: To provide the student with skills for auditory sequential memory of words.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will recall verbally, in the order presented, a sentence.
2. Context: Three four word sentences, spoken at the rate of one word per second.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will recall verbally, in the order presented, a sentence.
2. Context: Three nine word sentences, spoken at the rate of one word per second.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES

A) Ferinden, *Educational Interpretation of the ITPA.* This booklet contains specific exercises which may be used to increase auditory sequential memory.

B) Any common nursery rhymes may be used. For instance, the teacher might prepare a cassette tape with several nursery rhymes, and pauses for student response.

C) Peabody Language Development Kit, Level #P
8-4; 9-1; 30-1; 73-2; 103-2

D) Peabody Language Development Kit, Level #1
9-1; 13-3; 16-2; 18-2; 19-4; 24-2; 31-1; 37-1; 44-3; 45-2; 46-3; 48-2; 49-1; 57-2; 60-2; 70-1; 74-3; 79-1; 82-3; 85-3; 86-3; 93-1; 96-2; 102-1; 103-1; 104-1; 106-3; 107-2; 109-1; 116-2; 122-1; 127-1; 132-3; 152-1; 154-1; 157-2; 161-1

E) The following commercially prepared materials may also be found to be suitable resources:

Memory – Auditory and Visual – Teaching Resources Filmstrips

Sequence Tapes – Ideal

IV SAMPLE TEST ITEMS:

A) Given three four word sentences, spoken at the rate of one word per second, the student will repeat the sentences.

B) Given three nine word sentences, spoken at the rate of one word per second, the student will repeat the sentences.

1.0 Competency: Pre-Reading

1.3 Module Cluster: Auditory Sequential Memory

1.33 Module: Auditory Sequential Memory of Numbers

I PURPOSE: To provide the student with the skills for auditory sequential memory of numbers.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will recall verbally, in sequence, a series of numbers.
2. Context: Three series of four random numbers spoken at the rate of one per second.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Ferinden, Educational Interpretation of the ITPA. This booklet contains specific exercises which may be used to improve auditory sequential memory.

B) Peabody Language Development Kit, Level #P
81-2

C) Peabody Language Development Kit, Level #1
97-3; 104-1; 157-3; 158-3

D) The following commercially prepared materials may also be found to be suitable resources:
Memory – Auditory and Visual – Teaching Resources Film-strips
Sequence Tapes – Ideal
Sesame Street Number Records – Columbia Book and Record Library

IV SAMPLE TEST ITEMS:

A) Given three series of four random numbers, spoken at the rate of one per second, the student will name the numbers in sequence.

1.0 Competency: Pre-Reading

1.3 Module Cluster: Auditory Sequential Memory

1.34 Module: Auditory Sequential Memory of Letters

I PURPOSE: To provide the student with the skills for auditory sequential memory of letters.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will recall verbally, in sequence, a series of letters.
2. Context: Three series of four random letters, spoken at the rate of one per second.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Cassette tapes, For instance, the teacher might make a tape including series of letters, a pause for student response, and teacher feedback.

B) The following commercially prepared materials may also be found to be suitable resources:
Memory – Auditory and Visual – Teaching Resources Film-strips
Sequence Tapes – Ideal
Sesame Street Letter Recrods – Columbia Book and Record Library

IV SAMPLE TEST ITEMS:

A) Given three pairs of four random letters, spoken at the rate of one per second, the student will name the letters in sequence.

1.0 Competency: Pre-Reading

1.4 Module Cluster: Auditory Comprehension

1.41 Module: Auditory Comprehension – Literal

I PURPOSE: To provide the student with the skills for the literal auditory comprehension.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will perform a series of actions in sequence.
2. Context: Three series of three directions, presented orally.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will verbally recall five details of a story.
2. Context: A story presented orally.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) General fairy tales and children's stories. These are available as books, records and/or tapes.

B) Peabody Language Development Kit, Level #P
Literal (Main idea, to be able to follow directions in a sequence, etc.) 10-4; 26-3; 27-1; 30-1; 33-4; 35-1 & 2; 47-3; 49-3; 51-1; 66-1 & 3; 69-1; 70-3; 78-1; 84-3; 87-2; 88-3; 93-2; 94-2; 100-1; 102-1; 104-3; 110-4; 113-3; 119-3; 121-4; 124-3; 125-1 & 2; 131-1; 134-1; 136-2; 141-1; 144-1; 148-1; 156-4
Following Verbal Directions:
5-4; 8-2; 9-4; 10-4; 12-1; 13-3; 15-3; 16-1; 20-3; 21-4; 26-4; 27-2 & 4; 32-2 & 4; 37-4; 38-1 & 4; 39-2 & 4; 42-4; 46-2; 47-3; 48-3; 50-2 & 4; 51-2; 53-4; 57-2; 58-2 & 3; 61-3; 63-4; 65-2; 67-2; 68-4; 71-3; 73-3; 75-4; 77-2; 82-3 & 4; 85-4; 87-4; 89-3; 92-2; 94-4; 96-2; 98-1; 100-4; 102-2 & 4; 103-1; 104-2; 105-2 & 4; 108-2; 109-4; 112-4; 113-4; 114-2; 117-2; 118-2; 119-1; 120-2; 122-4; 123-2; 126-2, 3, & 4; 130-2; 131-2; 134-2; 139-4; 140-2 & 3; 141-2; 145-4; 146-4; 147-2 & 4; 150-4; 155-4; 159-4; 165-2; 169-4; 170-4; 174-3; 176-1 & 3; 177-4; 178-1

C) Peabody Language Development Kit, Level #1. Activities titled "Following Directions Time."

D) The following commercially prepared materials may also be found to be suitable resources:

Listening Comprehension Level 1B – SRA
Following Directions in Sequence – Milliken
Memory – Auditory and Visual – Teaching Resources Filmstrip

IV SAMPLE TEST ITEMS:

A) Given three series of three directions, presented orally, the student will perform the required actions in sequence.

B) Given a story presented orally, the student will verbally recall five details of the story.

1.0 Competency: Pre-Reading

1.5 Module Cluster: Visual Discrimination

1.51 Module: Shape Discrimination

I PURPOSE: To provide the student with the skills for discriminating shapes.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between three-dimensional geometric shapes by picking up the appropriate object(s).
2. Context: Four sets of four three-dimensional geometric shapes,* each set containing three shapes which are the same and one which is different.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will discriminate between two-dimensional geometric shapes by pointing to the appropriate shape(s).
2. Context: Four sets of four two-dimensional geometric shapes,* each set containing three shapes which are the same and one which is different.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Montessori Form Board

B) Frostig Program for Visual Perception

C) Continental Press Worksheets

D) Three-dimensional circles, squares, triangles, and diamonds

E) The following commercially prepared materials may also be found to be suitable resources:
Color, Size, Shape Basic Visual Perception – Teaching Resources
Form Fitter Box – Creative Playthings
Geometric Learning Shapes – Child Guidance
Playchips – Milton Bradley

*circle, square, triangle, diamond

F) Peabody Language Development Kit, Level #P
13; 15-1; 18; 23-3; 28-3; 34-3; 54-2; 82; 86-1 & 2; 90-1 & 2, etc.

G) Peabody Language Development Kit, Level #1
148-1; 156-2

IV SAMPLE TEST ITEMS:

A) Given four sets of four three-dimensional geometric shapes (circle, square, triangle, diamond), each set containing three objects which are the same and one which is different, the student will indicate whether the objects are the same or different by picking up the object which is different.

B) Given four sets of four two-dimensional shapes (circle, square, triangle, diamond), each set containing three shapes which are the same and one which is different, the student will indicate whether the shapes are the same or different by pointing to the shape which is different.

1.0 Competency: Pre-Reading

1.5 Module Cluster: Visual Discrimination

1.52 Module: Size Discrimination

I PURPOSE: To provide the student with the skills for discriminating size.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between three-dimensional geometric shapes, with respect to size, by picking up the appropriate object(s).
2. Context: Four sets of four three-dimensional geometric shapes (circle, square, triangle, diamond), each set containing three objects which are the same and one which differs only in size.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will discriminate between two-dimensional geometric shapes, with respect to size, by pointing to the appropriate shape(s).
2. Context: Four sets of four two-dimensional geometric shapes (circle, square, triangle, diamond), each set containing three shapes which are the same and one which differs only in size.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Three-dimensional objects which differ in size; for instance, blocks.

B) Size Lotto

C) Graduated measuring cups

D) Peabody Language Development Kit, Level #P
31-3

E) Peabody Language Development Kit, Level #1
34-3; 43-2; 119-3; 168-2; 179-1

F) The following commercially prepared materials may also be found to be suitable resources:
Skillbuilders – Teaching Resources
Peg Sorting Board – Childcraft

Ringarounds – Child Guidance
Learning Tower – Child Guidance
Size – Developmental Learning

IV SAMPLE TEST ITEMS:

A) Given four sets of four three-dimensional geometric shapes (circle, square, triangle, diamond), each set containing three objects which are the same and one which differs only in size, the student will indicate whether the objects are the same or different by picking up the object which is different.

B) Given four sets of four two-dimensional shapes (circle, square, triangle, diamond), each set containing three shapes which are the same and one which differs only in size, the student will indicate whether the shapes are the same or different by pointing to the shape which is different.

1.0 Competency: Pre-Reading

1.5 Module Cluster: Visual Discrimination

1.53 Module: Color Discrimination

I PURPOSE: To provide the student with the skills for discriminating colors.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between colors by responding verbally and/or physically.
2. Context: Four sets of four sheets of colored paper, each set containing three sheets of paper which are the same color and one which is a different color.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Frostig Program for Visual Perception

B) Blocks of assorted colors, colored pegs and beads

C) Color chart

D) Continental Press Worksheets

E) Peabody Language Development Kit, Level #P
2; 9-1 & 3; 15; 25-2; 42-3; 56-3; 76-3; 86-4; 103; etc.

F) Peabody Language Development Kit, Level #1
11-1; 12-1; 17-2; 19-2; 30-2; 36-1; 37-2; 42-2; 141-3; 149-3

G) The following commercially prepared materials may also be found to be suitable resources:
Color Matchettes – Judi
Tri-color Viewer – Creative Playthings
Parquetry Designs – Developmental Learning Materials

IV SAMPLE TEST ITEMS:

A) Given four sets of four sheets of colored paper, each set containing three sheets of paper which are the same color and one which is a different color, the student will indicate whether the colors are the same or different by naming and/or picking up the paper which is a different color.

1.0 Competency: Pre-Reading

1.5 Module Cluster: Visual Discrimination

1.54 Module: Discrimination of Position

I PURPOSE: To provide the student with the skills for discriminating position.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between positions by responding verbally and/or physically.
2. Context: Four sets of four two- or three-dimensional objects, each set containing three objects which are the same and one which differs only in respect to position. example: (( ) (
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Peabody Language Development Kit, Level #1
27-2; 28-3; 31-4; 38-1; 52-3; 55-3; 62-3; 71-2; 74-3; 83-2; 86-3; 89-3; 95-3; 100-3; 101-3; 109-3; 111-3; 113-3; 134-3; 139-3; 170-3; 171-1; 176-3

B) Colored beads, blocks

C) The following commercially prepared materials may also be found to be suitable resources:
Space Relationship Cards – Milton Bradley
Spatial Relationship Picture Cards – Developmental Learning Materials
Size, Position, Order Transparencies – ABC School Supply
Perception of Spatial Relationships – Teaching Resources

IV SAMPLE TEST ITEMS:

A) Given four sets of four two- or three-dimensional objects, each set containing three objects which are the same and one which differs only in respect to position, the student will indicate whether the objects are the same or different by naming and/or pointing to the object which is different.

1.0 Competency: Pre-Reading

1.5 Module Cluster: Visual Discrimination

1.55 Module: Discrimination of Letters

I PURPOSE: To provide the student with the skills for discriminating letters.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will discriminate between letters by pointing to the appropriate letter(s).
2. Context: Ten sets of four letters, each set containing three letters which are the same and one which is different.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Montessori Form Board

B) Sandpaper Letters

C) Clay

D) Three-dimensional Letters

E) Flannel board letters

F) Magnetic letters

G) Alphabet dominoes

H) The following commercially prepared materials may also be found to be suitable resources:
Stepping Stones – Instructo

IV SAMPLE TEST ITEMS:

A) Given ten sets of four letters, each set containing three letters which are the same and one which is different, the student will point to the letter which is different.

1.0 Competency: Pre-Reading

1.5 Module Cluster: Visual Discrimination

1.56 Module: Matching Shape and Form

I PURPOSE: To provide the student with the skills to match shapes and forms.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will place together identical three-dimensional objects.
2. Context: Two sets of three-dimensional objects, randomly ordered, each set containing identical objects.
3. Criteria: 100 % accuracy over three consecutive trials.

B) 1. Outcome: The student will draw a line between identical geometric shapes.
2. Context: Two sets of printed geometric shapes, randomly ordered, each set containing identical shapes.
3. Criteria: 100% accuracy.

C) 1. Outcome: The student will draw a line between identical printed letters.
2. Context: Two lists of printed letters, randomly ordered, each list containing identical letters.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Montessori Form Board

B) Three-dimensional letters

C) Flannel board and letters

D) Three-dimensional geometric shapes

E) Blocks

F) They following commercially prepared materials may also be found to be suitable resources:
Magnetic Spelling and Number Board – Playskool

IV SAMPLE TEST ITEMS:

A) Given two sets of three-dimensional objects, randomly ordered, each set containing identical objects, the student will place the identical objects together.

B) Given two sets of printed geometrical shapes, randomly ordered, each set containing identical shapes, the student will draw a line between the identical shapes.

C) Given two lines of printed letters, randomly ordered, each list containing identical letters, the student will draw a line between the identical letters.

1.0 Competency: Pre-Reading

1.6 Module Cluster: Visual Memory

1.61 Module: Visual Memory of Shapes

I PURPOSE: To provide the student with the skills for visual memory or shapes.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will point to a shape previously seen.
2. Context: A three-dimensional geometric shape (circle, square, diamond, triangle) presented for five seconds; presented for recall with three other three-dimensional geometric shapes.
3. Criteria: 100% accuracy.

B) 1. Outcome: The student will point to a shape previously seen.
2. Context: A two-dimensional geometric shape (circle, square, diamond, triangle) presented for five seconds; presented for recall with three other two-dimensional geometric shapes.
3. Criteria: 100% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Montessori Form Board

B) Frostig Program for Visual Perception

C) Continental Press Worksheets

D) Three-dimensional geometric shapes

E) Peabody Language Development Kit, Level #P
7-1; 12-1 & 2; 20-2; 38-2; 59-3; 67-4

F) Peabody Language Development Kit, Level #1
148-1

G) The following commercially prepared materials may also be found to be suitable resources:
Form Fitter Box – Creative Playthings
Color, Size, Shape – Basic Visual Perception – Teaching Resources

Geometric Learning Shapes – Child Guidance
Play Chips – Milton Bradley

IV SAMPLE TEST ITEMS:

A) Given a three-dimensional geometric shape, presented for five seconds and presented for recall with three other three-dimensional geometric shapes, the student will point to the shape previously seen.

B) Given a two-dimensional geometric shape, presented for five seconds and presented for recall with three other two-dimensional geometric shapes, the student will point to the shape previously seen.

1.0 Competency: Pre-Reading

1.6 Module Cluster: Visual Memory

1.62 Module: Visual Memory of Colors

I PURPOSE: To provide the student with the skills for visual memory of colors.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will point to a color previously seen.
2. Context: A two-or-three-dimensional colored object which has been presented for five seconds presented for recall with three other objects which differ only in color.
3. Criteria: 100% accuracy over three consecutive trials.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Frostig Program for Visual Perception

B) Blocks of assorted colors, colored pegs and beads

C) Continental Press Worksheets

D) Color chart

E) Crayons

F) Peabody Language Development Kit, Level #1
69-3; 129-3

G) The following commercially prepared materials may also be found to be suitable resources;
Color Matchettes Judi
Tri-color Viewer – Creative Playthings
Parquetry Designs – Developmental Learning Materials

IV SAMPLE TEST ITEMS

A) Given a two-or three-dimensional colored object, presented for five seconds and presented for recall with three other objects which differ only in color, the student will point to the color previously seen.

1.0 Competency: Pre-Reading

1.6 Module Cluster: Visual Memory

1.63 Module: Visual Memory of Objects

I PURPOSE: To provide the student with the skills for visual memory of objects.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will point to an object previously seen.
2. Context: A common classroom object, presented for five seconds; presented for recall with three other common classroom objects.
3. Criteria: 100% accuracy over three consecutive trials.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Classroom objects, such as blocks, pencils, rubber bands, and scissors

B) Peabody Language Development Kit, Level #P
8-2; 24-2 & 3; 33-3; 34-4; 36-3; 43-2; 70-2; 75-3; 79-2; 102-3; 127-3; 162-2; 164-2; 168-4

C) The following commercially prepared materials may also be found to be suitable resources:
Memory – Auditory and Visual – Teaching Resources
Memory Game – Milton Bradley

IV SAMPLE TEST ITEMS:

A) Given a common classroom object, presented for five seconds and presented for recall with three other common classroom objects, the student will point to the object previously seen.

1.0 Competency: Pre-Reading

1.6 Module Cluster: Visual Memory

1.64 Module: Visual Memory of Letters

I PURPOSE: To provide the student with the skills for visual memory of letters.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will point to a letter previously seen.
2. Context: An upper case letter, presented on a flash card for five seconds; presented for recall with three other upper case letters on flash cards.
3. Criteria: 100% accuracy over five consecutive trials.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Cardboard letters

B) Flannel board and letters

C) Continental Press Worksheets

D) The following commercially prepared materials may also be found to be suitable resources:
Memory – Auditory and Visual – Teaching Resources
Key Teacher – Creative Playthings
Magnetic Spelling and Number Board – Playskool
Spill and Spell – American Seating Company

IV SAMPLE TEST ITEMS:

A) Given an upper case letter, presented on a flash card for five seconds and presented for recall with three other upper case letters on flash cards, the student will point to the letter previously seen.

1.0 Competency: Pre-Reading

1.7 Module Cluster: Visual Sequential Memory

1.71 Module: Visual Sequential Memory of Shapes

I PURPOSE: To provide the student with the skills for visual sequential memory of shapes.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will replace in sequence a series of shapes previously seen.
2. Context: Three-dimensional circle, square and triangle, presented for five seconds in random sequence; scrambled and presented for recall.
3. Criteria: 100% accuracy over three consecutive trials.

B) 1. Outcome: The student will replace in sequence a series of shapes previously seen.
2. Context: Two-dimensional circle, square, and triangle, presented for five seconds in random sequence; scrambled and presented for recall.
3. Criteria: 100% accuracy over three consecutive trials.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Three-dimensional geometric shapes

B) Montessori Form Board

C) Frostig Program for Visual Perception

D) Continental Press Worksheets

E) Ferinden, Educational Interpretation of the ITPA. This booklet gives specific activities which may be used to improve visual sequential memory.

F) The following commercially prepared materials may also be found to be suitable resources:
Form Fitter Box – Creative Playthings
Basic Visual Perception – Teaching Resources
Geometric Learning Shapes – Child Guidance
Play Chips – Milton Bradley

G) Peabody Language Development Kit, Level #P
108-1

H) Peabody Language Development Kit, Level #1
56-2

IV SAMPLE TEST ITEMS:

A) Given a three-dimensional circle, square and triangle, presented for five seconds in random sequence, then scrambled and presented for recall, the student will replace the shapes in their original sequence.

B) Given a two-dimensional circle, square and triangle, presented for five seconds in random sequence, then scrambled and presented for recall, the student will replace the shapes in their original sequence.

1.0 Competency: Pre-Reading

1.7 Module Cluster: Visual Sequential Memory

1.72 Module: Visual Sequential Memory of Colors

I PURPOSE: To provide the student with the skills for visual sequential memory of colors.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will replace in sequence a series of colors previously seen.
2. Context: Three two- or three dimensional objects differing only in color, presented for five seconds in random sequence; scrambled and presented for recall.
3. Criteria: 100% accuracy over three trials.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Frostig Program for Visual Perception

B) Blocks of Assorted Colors

C) Color Chart

D) Pegs, Colored Beads

E) Crayons

F) The following commercially prepared materials may also be found to be suitable resources:
Continental Press Worksheets
Color Matchettes – Judi
Tri-color Viewer – Creative Playthings
Parquetry Designs – Developmental Learning Materials

G) Peabody Language Development Kit, Level #1
61-2; 96-1; 129-3

IV SAMPLE TEST ITEMS:

A) Given three two- or three-dimensional objects differing only in color, presented for five seconds in random sequence, then scrambled and presented for recall, the student will replace the objects in their original sequence.

1.0 Competency: Pre-Reading

1.7 Module Cluster: Visual Sequential Memory

1.73 Module: Visual Sequential Memory of Objects

I PURPOSE: To provide the student with the skills for visual sequential memory of objects.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will replace in sequence a series of objects previously seen.
2. Context: Three small classroom objects presented for five seconds in random sequence; scrambled and presented for recall.
3. Criteria: 100% accuracy over three consecutive trials.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Classroom Objects (pencil, eraser, block, chalk, crayon, etc.)

B) Peabody Language Development Kit, Level #P
111-3

C) Peabody Language Development Kit, Level #1
35-3; 41-1; 94-1, 4; 116-1; 135-2; 149-1; 164-3; 166-3

D) The following commercially prepared materials may also be found to be suitable resources:
Memory Auditory and Visual – Teaching Resources
Memory Game – Milton Bradley

IV SAMPLE TEST ITEMS:

A) Given three small classroom objects presented for five seconds in random sequence, then scrambled and presented for recall, the student will replace the objects in their original sequence.

1.0 Competency: Pre-Reading

1.7 Module Cluster: Visual Sequential Memory

1.74 Module: Visual Sequential Memory of Letters

I PURPOSE: To provide the student with the skills for visual sequential memory of letters.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will replace in sequence a series of letters previously seen.
2. Context: Three upper case letters presented on flash cards for five seconds in random sequence; scrambled and presented for recall. (Set of five)
3. Criteria: 100% accuracy over three consecutive trials.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) The following commercially prepared materials may also be found to be suitable resources:
Memory – Auditory and Visual – Teaching Resources
Continental Press – Worksheets
Key Teacher – Creative Playthings
Magnetic Spelling and Number Board – Playskool
Cardboard Letters – Milton Bradley
Flannel Board Letters – Milton Bradley
Spill and Spell – American Seating Company

IV SAMPLE TEST ITEMS:

A) Given three upper case letters presented on flash cards for five seconds in random sequence, then scrambled and presented for recall, the student will replace the letters in their original sequence. (Set of five)

1.0 Competency: Pre-Reading

1.8 Module Cluster: Letter Knowledge

1.81 Module: Matching

I PURPOSE: To provide the student with the skills for matching letters.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will point to a letter which matches a stimulus letter.
2. Context: A printed series of upper case letters in random sequence; presented with a stimulus letter, on a flash card, which is also included in the series.
3. Criteria: 100% accuracy over five consecutive trials.

B) 1. Outcome: The student will point to a letter which matches a stimulus letter.
2. Context: A printed series of lower case letters in random sequence; presented with a stimulus letter, on a flash card, which is also included in the series.
3. Criteria: 100% accuracy over five consecutive trials.

C) 1. Outcome: The student will point to a letter which matches a stimulus letter.
2. Context: A printed word; presented with a stimulus letter, on a flash card, which is also in the word.
3. Criteria: 100% accuracy over five consecutive trials in each context.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Three-Dimensional Letters

B) Form-Board

C) Alphabet Flash Cards

D) Flannel Board and Letters

E) The following commercially prepared materials may also be found to be suitable resources:
Magnetic Spelling & Number Board – Playskool
Alphabet Puzzle Board – Playskool

IV SAMPLE TEST ITEMS:

A) Given a printed series of upper case letters in random sequence, presented with a stimulus letter on a flash card which is also in the series, the student will point to the letter which matches the stimulus letter.

B) Given a printed series of lower case letters in random sequence, presented with a stimulus letter on a flash card which is also in the series, the student will point to the letter which matches the stimulus letter.

C) Given a printed word, presented with a stimulus letter on a flash card, which is also in the word, the student will point to the letter which matches the stimulus letter.

1.0 Competency: Pre-Reading

1.8 Module Cluster: Letter Knowledge

1.82 Module: Recognition

I PURPOSE: To provide the student with the skills to match the name of a letter with its visual counterpart.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will point to a letter which has been named.
2. Context: A series of ten printed upper case letters in random sequence and verbal directions naming one of the letters.
3. Criteria: Correct recognition of 90% of the letters of the alphabet, upper case.

B) 1. Outcome: The student will point to a letter which has been named.
2. Context: A series of ten printed lower case letters in random sequence and verbal directions naming one of the letters.
3. Criteria: Correct recognition of 90% of the letters of the alphabet, lower case.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Alphabet Flash Cards

B) Alphabet Bingo

C) Three-Dimensional Letters

D) Alphabet Lotto

E) Flannel Board and Letters

F) Cardboard Letters

G) The following commercially prepared materials may also be found to be suitable resources:
Jumbo Letter Card Kit – Ideal
Alphabet Puzzle Board – Playskool
Letter Constancy Cards – Developmental Learning Materials

IV SAMPLE TEST ITEMS:

A) Given a series of ten printed upper case letters in random sequence and verbal directions naming one of the letters, the student will point to the letter which has been named.

B) Given a series of ten printed lower case letters in random sequence and verbal directions naming one of the letters, the student will point to the letter which has been named.

1.0 Competency: Pre-Reading

1.8 Module Cluster: Letter Knowledge

1.83 Module: Identification

I PURPOSE: To provide the student with the skills for the identification of letters.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will name the letters of the alphabet. (Set of 15 letters)
2. Context: Any printed letter on a flash card, upper and lower case.
3. Criteria: 90% accuracy, all letters of the alphabet, upper and lower case.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) Alphabet Flash Cards

C) Language Master Cards. For instance, the teacher might have the letter printed on a Language Master Card (either lower or upper case) and have the student record the name of the letter. A teacher confirmation might also be given.

D) Alphabet Bingo

E) Alphabet Lotto

F) Flannel Board and Letters

G) The following commercially prepared materials may also be found to be suitable resources:
Magnetic Spelling Board – Playskool
Alphabet Puzzle Board – Playskool
Letter Constancy Cards – Developmental Learning Materials

IV SAMPLE TEST ITEMS:

A) Given any letter presented on a flash card, either upper or lower case, the student will name the letter. (Set of 15 letters)

1.0 Competency: Pre-Reading

1.8 Module Cluster: Letter Knowledge

1.84 Module: Recall and Reproduction

I PURPOSE: To provide the student with the skills for recall and reproduction of letters.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will print letters of the alphabet, both upper and lower case.
2. Context: Verbally presented, in random order, all 26 letters.
3. Criteria: 75% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples.

B) Alphabet Flash Cards

C) Language Master Cards. For instance, the student might be presented verbally with the name of a letter and a word in which it is heard. He would then write the letter.

D) Sandpaper Letters

E) Tracing Paper

F) Alphabet Bingo

G) Flannel Board and Letters

H) The following commercially prepared materials may also be found to be suitable resources:
Magnetic Spelling and Number Board – Playskool
Alphabet Puzzle Board – Playskool
Letter Constancy Cards – Developmental Learning Materials

IV SAMPLE TEST ITEMS:

A) Given any letter of the alphabet, verbally presented, the student will print the letter in both upper and lower case. (26 letters)

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.11 Module: Single Consonants

I PURPOSE: To provide the student with the skills for naming and verbalizing the phonetic sounds of consonants.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will select the consonants.
2. Context: All letters, presented on flash cards, in random order.
3. Criteria: Clinical Teacher Judgement.

B) 1. Outcome: The student will verbalize the correct phonetic sounds of the consonants.
2. Context: All consonants, presented on flash cards, in random order.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Flash Cards

C) Sandpaper Letters

D) Language Master Cards. For instance, the teacher might make a set of cards, each card having a letter printed on it. The student could record, and name the letter or verbalize its phonetic sound.

IV SAMPLE TEST ITEMS:

A) Given a set of flash cards including all letters in random order, the student will select the consonants.

B) Given a set of flash cards including all the consonants in random order, the student will verbalize the correct phonetic sounds of the consonants.

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.12 Module: Initial Consonants

I PURPOSE: To provide the student with the skills for naming and verbalizing the sounds of initial consonants.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbalize the correct phonetic sound for an initial consonant previously heard.
2. Context: Words presented verbally, including all initial consonants.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will name an initial consonant previously heard.
2. Context: A list of words presented verbally, including all initial consonants.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) *Speech to Print Phonics*, Durrell-Murphy

C) *Phonics We Use*, Lyons & Carnahan: Book A, B, C, – pp. 1-40

D) Durrell-Murphy Phonics Set

E) Barnell-Loft Working With Sounds: A, B.

F) The following commercially prepared material may also be found to be suitable as resources:
Flash Cards
Consonant Lotto – Game
Ideal Reading Tapes
Filmstrip – Record – Continental Press

IV SAMPLE TEST ITEMS:

A) Given a list of words presented verbally, including all initial consonants in random order, the student will verbalize the correct phonetic sound for the initial consonant he/she heard.

B) Given a list of words presented verbally in random order, including all initial consonants, the student will name the initial consonant which he/she heard.

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.13 Module: Final Consonants

I PURPOSE: To provide the student with the skills for naming, and verbalizing the sounds for final consonants.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbalize the phonetic sound of a final consonant previously heard.
2. Context: A list of words presented verbally, including all final consonants.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will name a final consonant previously heard.
2. Context: A list of words presented verbally, including all final consonants.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) *Speech to Print Phonics,* Durrell-Murphy

C) *Phonics We Use,* Lyons & Carnahan: Book B

D) Durrell-Murphy Phonics Set

E) Barnell-Loft Working With Sounds: B

F) The following commercially prepared material may also be found to be suitable as resources:
Ideal Reading Tapes
Filmstrip – Reading – Continental Press
Flash Cards
Consonant Lotto – Game

IV SAMPLE TEST ITEMS:

A) Given a list of words presented verbally, including all final consonants in random order, the student will verbalize the final consonant which he/she heard.

B) Given a list or words presented verbally, including all the final consonants in random order, the student will name the final consonant he/she heard.

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.14 Module: Medial Consonants

I PURPOSE: To provide the student with the skills for naming and verbalizing the sounds of medial consonants.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbalize the correct phonetic sound for a medial consonant previously heard.
2. Context: A list of words verbally presented, including all medial consonants.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will name a medial consonant previously heard.
2. Context: A list of words verbally presented, including all medial consonants.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) *Speech to Print*, Durrell-Murphy

C) Phonics We Use, Lyons & Carnahan: Book B

D) Durrell-Murphy Phonics

E) Barnell-Loft, Working With Sounds: B

F) The following commercially prepared material may also be found suitable as resources:
Ideal Reading Tapes
Film Strip – Reading – Continental Press
Flash Cards
Consonant Lotto – Game

IV SAMPLE TEST ITEMS:

A) Given a list of words presented verbally, including all medial consonants, the student will verbalize the correct phonetic sound of the medial consonant which he/she heard.

B) Given a list of words presented verbally, including all medial consonants, the student will name the medial consonant which he/she heard.

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.15 Module: Consonant Blends

I PURPOSE: To provide the student with the skills for naming, and verbalizing the phonetic sound of consonant blends.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will select the consonant blends
2. Context: Presented on twenty flash cards, ten of which are consonant blends and ten of which are random samples of letter combinations.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will verbalize the phonetic sound of the consonant blends.
2. Context: Presented on flash cards, including all consonan blends.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) *Phonics We Use,* Lyons & Carnahan, Book B, C, D, E, pp. 66-72

C) *Speech to Print Phonics,* Durrell-Murphy

D) Durrell-Murphy – Phonics Set

E) Barnell-Loft – Working With Sounds B, C

F) The following commercially prepared material may also be found suitable as resources:
Flash Cards
Consonant Lotto, (Game & Activity)
Phono-Word Wheels
Crossword Puzzles
Scrabble
Match Game – matching initial blend with picture of an object starting with that blend.

Ideal Reading Tapes
Continental Press Work Sheets

IV SAMPLE TEST ITEMS:

A) Given a set of twenty flash cards, ten of which are consonant blends and ten of which are random samples of letter combinations, the student will select the consonant blends.

B) Given a set of flash cards including all the consonant blends, the student will verbalize the correct phonetic sound of the consonant blends.

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.16 Module: Initial Consonant Blends

I PURPOSE: To provide the student with the skills for naming, and verbalizing the phonetic sound of initial consonant blends.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will name an initial consonant blend previously heard.
2. Context: List of words presented verbally, including all initial consonant blends.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will verbalize the correct phonetic sound of an initial consonant blend previously heard.
2. Context: A list of words presented verbally, including all initial consonant blends.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) *Speech to Print Phonics,* Durrell-Murphy

C) *Phonics We Use,* Lyons & Carnahan, Book B, C, D, E, pp. 66-72

D) Durrell-Murpny – Phonics Set

E) Barnell-Loft – Working With Sounds B, C

F) The following commercially prepared material may also be found suitable as resources:
Flash Cards
Consonant Lotto, (Game & Activity)
Phono-Word Wheels
Crossword Puzzles
Scrabble
Match Game – matching initial blend with picture of an object starting with that blend.

Ideal Reading Tapes
Continental Press Work Sheets

IV SAMPLE TEST ITEMS:

A) Given a list of words presented verbally, including all initial consonant blends, the student will name the initial consonant blend which he/she heard.

B) Given a list of words presented verbally, including all initial consonant blends, the student will verbalize the correct phonetic sound of the initial consonant blend which he/she heard.

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.17 Module: Final Consonants Blends

I PURPOSE: To provide the student with the skills for naming and verbalizing the correct phonetic sound for final consonant blends.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbalize the correct phonetic sound of a final consonant blend previously heard.
2. Context: A list of words presented verbally, including all final consonant blends. (ten words)
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will name a final consonant blend previously heard.
2. Context: A list of ten words, presented verbally including all final consonant blends.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) *Phonics We Use,* Lyons & Carnahan, Book B, C, D, E

C) *Speech to Print Phonics,* Durrell-Murphy

D) Barnell-Loft – Working With Sounds B, C

E) Durrell-Murphy – Phonics Set

F) The following commercially prepared material may also be found suitable as resources:
Flash Cards
Consonant Lotto, (Game & Activity)
Phono-Word Wheels
Crossword Puzzles (Dolch)
Scrabble
Ideal Reading Tapes
Continental Press Worksheets

IV SAMPLE TEST ITEMS:

A) Given a list of ten words presented verbally, including all final consonant blends, the student will verbalize the correct phonetic sound of the final consonant blend which he/she heard.

B) Given a list of ten words words presented verbally, including all final consonant blends, the student will name the final consonant blend he/she heard.

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.18 Module: Consonant Digraphs

I PURPOSE: To provide the student with the skills for naming, and verbalizing the phonetic sounds of consonant digraphs.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will select a consonant digraph previously heard.
2. Context: Presented on twenty flash cards, ten of which are consonant digraphs and ten of which are random samples of letter combinations.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will verbalize the correct phonetic sounds of the consonant digraph.
2. Context: Presented on flash cards, including all consonant digraphs.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for example

B) Barnell-Loft – Working With Sounds B, C

C) *Speech to Print*, Durrell-Murphy

D) *Phonics We Use*, Lyons & Carnahan

E) *Patterns of Teaching Reading*, Hafner pp. 100-101 & 298

F) Durrell-Murphy, Phonics Set

G) The following commercially prepared material may also be found suitable as resources:
Record and Filmstrip – Continental Press
Ideal Reading Tapes

IV SAMPLE TEST ITEMS:

A) Given a set of twenty flash cards, ten of which are consonant digraphs and ten of which are random samples of letter combinations, the student will select the consonant digraphs.

B) Given a set of flash cards including all the consonant digraphs, the student will verbalize the correct phonetic sound of the consonant digraphs.

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.19 Module: Initial Consonant Digraphs

I PURPOSE: To provide the student with the skills for naming and verbalizing the phonetic sounds of initial consonant digraphs.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will name an initial consonant digraph previously heard.
2. Context: A list of words presented verbally, including all initial consonant digraphs.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will verbalize the correct phonetic sound of an initial consonant previously heard.
2. Context: A list of words presented verbally, including all initial consonant digraphs.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) Barnell-Loft – Working With Sounds B, C

C) *Speech to Print*, Durrell-Murphy

D) *Phonics We Use*, Lyons & Carnahan

E) *Patterns of Teaching Reading*, Hafner pp. 100-101 & 298

F) Durrell-Murphy, Phonics Set

G) The following commercially prepared material may also be found suitable as resources:
Record and Filmstrip – Continental Press
Ideal Reading Tapes

IV SAMPLE TEST ITEMS:

A) Given a list of words presented verbally, including all initial consonant digraphs, the student will name the initial consonant digraph which he/she heard.

B) Given a list of words presented verbally, including all initial consonant digraphs, the student will verbalize the correct phonetic sound of the initial consonant digraph which he/she heard.

2.0 Competency: Reading – Phonetics

2.1 Module Cluster: Consonants

2.191 Module: Final Consonant Digraphs

I PURPOSE: To provide the student with the skills for naming, and verbalizing the phonetic sounds of final consonant digraphs.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbalize the correct phonetic sound for a final consonant digraph previously heard.
2. Context: A list of words presented verbally, including all final digraphs.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will name a final consonant digraph previously heard.
2. Context: A list of words, presented verbally, including all final digraphs.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) Phonics We Use, Durrell-Murphy Book C

C) *Speech To Print,* Durrell-Murphy

D) Barnell-Loft – *Working With Sounds,* Book B

F) The following commercially prepared material may also be found suitable as resources:
Ideal Reading Tapes
Record and Filmstrip – Continental Press

IV SAMPLE TEST ITEMS:

A) Given a list of words presented verbally, including all final consonant digraphs, the student will verbalize the correct phonetic sound of the final consonant digraph he/she heard.

B) Given a list of words presented verbally, including all final consonant digraphs, the student will name the final consonant digraph which he/she heard.

2.0 Competency: Reading – Phonetics

2.2 Module Cluster: Vowels

2.21 Module: Single Vowels

I PURPOSE: To provide the student with the skills, for naming and verbalizing the phonetic sounds of vowels.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will select the vowels.
2. Context: Presented on flash cards, in random order including all letters.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will verbalize the correct phonetic sound of the short vowels.
2. Context: Presented on flash cards in random order, including all short vowels.
3. Criteria: Clinical Teacher Judgement

C) 1. Outcome: The student will verbalize the correct phonetic sound of the long vowels.
2. Context: Presented on flash cards in random order including all long vowels.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) The following commercially prepared material may also be found suitable as resources:
Continental Press Worksheets
Vowel Picture Cards – Ideal No. 741
Flash Cards of Vowel Letters

IV SAMPLE TEST ITEMS:

A) Given a set of flash cards including all letters in random order, the student will select the vowels.

B) Given a set of flash cards including all the vowels in random order the student will verbalize the correct phonetic sound of the short vowels.

C) Given a set of flash cards including all the vowels in random order, the student will verbalize the correct phonetic sound of the long vowels.

2.0 Competency: Reading – Phonetics

2.2 Module Cluster: Vowels

2.22 Module: Medial Vowels

I PURPOSE: To provide the student with the skills for naming and verbalizing the phonetic sounds of medial vowels.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbalize the correct phonetic sound of a medial vowel previously heard.
2. Context: A list of words, verbally presented, including all the medial vowels, both long and short.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will name medial vowels, previously heard.
2. Context: A list of words, verbally presented, including all the medial vowels, both long and short.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for examples

B) The following commercially prepared material may also be found suitable as resources:
Continental Press Worksheets
Vowel Picture Cards – Ideal – No. 741
Flash Cards of Vowels Letters

IV SAMPLE TEST ITEMS:

A) Given a list of words, presented verbally, including all the medial vowels, both long and short, the student will verbalize the correct phonetic sound of the medial vowel.

B) Given a list of words, presented verbally, including all the medial vowels, both long and short, the student will name the medial vowels.

2.0 Competency: Reading – Phonetics

2.2 Module Cluster: Vowels

2.23 Module: Vowel Digraphs

I PURPOSE: To provide the student with the skills for naming, and verbalizing the phonetic sounds of vowel digraphs.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will select the vowel digraphs.
2. Context: Presented on twenty flash cards, ten vowel digraphs and ten random letter combinations.
3. Criteria: Clinical Teacher Judgement

B) 1. Outcome: The student will verbalize the correct phonetic sound of the vowel digraphs.
2. Context: All vowel digraphs, individually presented on flash cards.
3. Criteria: Clinical Teacher Judgement

C) 1. Outcome: The student will verbalize the correct phonetic sound of a vowel digraph previously heard.
2. Context: A list of words presented orally, including all ovwel digraphs.
3. Criteria: Clinical Teacher Judgement

D) 1. Outcome: The student will name a vowel digraph previously heard.
2. Context: A list of words presented orally, including all vowel digraphs.
3. Criteria: Clinical Teacher Judgement

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Lyons & Carnahan – *Phonics We Use*

C) Flash cards of vowel digraphs

D) Barnell-Loft – Working With Sounds

E) Durrell-Murphy – Phonics Set

F) Durrell-Murphy – *Speech* to *Print Phonics*

G) The following commercially prepared materials may also be found to be suitable as resources:
Vowel Picture Cards – Ideal

IV SAMPLE TEST ITEMS:

A) Given a set of twenty flash cards, ten of which are vowel digraphs and ten of which are random letter combinations, the student will select the vowel digraphs.

B) Given a set of flash cards including all vowel digraphs, the student will verbalize the correct phonetic sound of the vowel digraphs.

C) Given a list of words presented orally, including all vowel digraphs, the student will verbalize the correct phonetic sound of the vowel digraph which he heard.

D) Given a list of words presented orally, including all vowel digraphs, the student will name the vowel digraph which he heard.

2.0 Competency: Reading – Phonetics

2.2 Module Cluster: Vowels

2.24 Module: Vowel Diphthongs

I PURPOSE: To provide the student with the skills for naming, and verbalizing the phonetic sounds of vowel diphthongs.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will select the vowel diphthongs.
2. Context: Presented on twenty flash cards, ten of which are vowel diphthongs and ten of which are random samples of letter combinations.
3. Criteria: Clinical Teacher Judgement.

B) 1. Outcome: The student will verbalize the correct phonetic sound of the vowel diphthongs.
2. Context: Presented on flash cards, including all vowel diphthongs.
3. Criteria: Clinical Teacher Judgement.

C) 1. Outcome: The student will verbalize the correct phonetic sound of a vowel diphthong previously heard.
2. Context: A list of ten words presented verbally, including all vowel diphthongs.
3. Criteria: Clinical Teacher Judgement.

D) 1. Outcome: The student will name a vowel diphthong previously heard.
2. Context: A list of ten words presented verbally, including all vowel diphthongs.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Flash cards containing vowel diphthongs

C) Lyons & Carnahan – *Phonics We Use*

D) Durrell-Murphy – Phonics Set

E) Durrell-Murphy – *Speech to Print Phonics*

F) Barnell-Loft – Working With Sounds

G) The following commerically prepared materials may also be found to be suitable as resources:
Vowel Picture Cards – Ideal

IV SAMPLE TEST ITEMS:

A) Given a set of twenty flash cards, ten of which are vowel diphthongs and ten of which are random samples of letter combinations, the student will select the vowel diphthongs.

B) Given a set of flash cards including all the vowel diphthongs, the student will verbalize the correct phonetic sound of the vowel diphthongs.

C) Given a list of ten words presented orally, including all the vowel diphthongs, the student will verbalize the correct phonetic sound of the vowel diphthong which he heard.

D) Given a list of ten words presented orally, including all the vowel diphthongs, the student will name the vowel diphthong which he heard.

3.0 Competency: Reading – Linguistics

3.1 Module Cluster: Word Forms

3.11 Module: Root Words

I PURPOSE: To provide the student with the skills for identification of root words.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle a root word.
2. Context: A list of ten printed words, each of which includes a prefix and/or suffix.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Lyons & Carnahan – *Phonics We Use*

C) Stanwix, *Developing Functional Basic Reading Skills*

D) Stanwix Series Readers

E) Spice – Suggested activities to motivate the teaching of Language Arts, p. 199.

F) The following commercially prepared materials may also be found to be suitable as resources:
Everyday Language Skills Set – Instructor
Word Building Charts – Ideal

IV SAMPLE TEST ITEMS:

A) Given a list of ten printed words, each of which includes a prefix and/or suffix, the student will circle the root word.

3.0 Competency: Reading – Linguistics

3.1 Module Cluster: Word Form

3.12 Module: Compound Words

I PURPOSE: To provide the student with the skills for identifying, forming, and dividing compound words.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle a compound word.
2. Context: A list of ten printed words, five of which are compound words.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will draw a line between (match, place beside, print both roots) two root words which form a compound word.
2. Context: Two lists of root words, each containing five words, which may be paired to form five compound words.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will separate a compound word into its root words.
2. Context: A list of ten compound words.
3. Criteria: 80% accuracy.

II INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Stanwix, *Developing Functional Basic Reading Skills*

C) Stanwix Series Readers

D) Lyons & Carnahan – *Phonics We Use*

E) Spice – Suggested activities to motivate the teaching of the Language Arts, p. 198.

F) The following commercially prepared materials may also be found to be suitable as resources:

Oral Reading and Linguistic Series – Benefic Press
Word Building Charts – Ideal
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a list of ten printed words, five of which are compound words, the student will circle the compound words.

B) Given two lists of root words, each containing five words, which may be paired to form five compound words, the student will draw a line between each pair of root words.

C) Given a list of ten compound words, the student will separate each word into its root words.

3.0 Competency: Reading – Linguistics

3.1 Module Cluster: Word Form

3.13 Module: Plurals

I PURPOSE: To provide the student with the skills for rule application regarding plurals.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will write the plurals of words which follow common rules.
2. Context: A list of ten printed words, whose plurals are formed by adding "s" or "es," changing "y" to "i" and adding "es," and "f" to "v" and adding "es."
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will write the plurals of words which do not follow common rules.
2. Context: A list of ten printed words whose plurals do not follow the common rules (e.g., fish, sheep, deer, ox, man, mouse, goose, tooth, child).
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) The following commercially prepared materials may also be found to be suitable as resources:
Spelling Generalization Charts – Ideal

IV SAMPLE TEST ITEMS:

A) Given a list of ten printed words whose plurals are formed by adding "s" or "es," changing "y" to "i" and adding "es," and changing "f" to "v" and adding "es," the student will write the plurals of the words.

B) Given a list of ten printed words whose plurals do not follow the common rules, the student will write the plurals of the words.

3.0 Competency: Reading – Linguistics

3.1 Module Cluster: Word Form

3.14 Module: Prefixes

I PURPOSE: To provide the student with the skills for identification and rule application regarding prefixes.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle a prefix.
2. Context: A list of ten printed words, each containing a prefix.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will circle a prefix.
2. Context: A printed sentence containing at least one word with a prefix.
3. Criteria: 60% accuracy.

C) 1. Outcome: The student will add a prefix to a root word, making a meaningful word.
2. Context: A list of ten printed words and a list of prefixes.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Lyons & Carnahan – *Phonics We Use*

C) Hafner, *Patterns of Teaching Reading in the Elementary School,* pp. 112-3.

D) Durkin, Delores, *Teaching Them to Read,* pp. 296, 298.

E) Barbe, Walter, *Barbe Reading Skills,* Check List

F) The following commercially prepared materials may also be found to be suitable as resources:
Everyday Language Skills Set – Instructor
Take Game – Dolch
Blink Letters – Milton Bradley
Conquests in Reading – Webster

Word Building Charts – Ideal
Spelling Generalization Charts – Ideal
Word Prefixes – Instructional Materials

IV SAMPLE TEST ITEMS:

A) Given a list of ten printed words, each word containing a prefix, the student will circle the prefixes.

B) Given a printed sentence containing at least one word with a prefix, the student will circle the prefixes.

C) Given a list of ten printed words and a corresponding list of ten printed prefixes, the student will add the prefixes to the words to form meaningful words.

3.0 Competency: Reading – Linguistics

3.1 Module Cluster: Word Form

3.15 Module: Suffixes

I PURPOSE: To provide the student with the skills for identification and rule application regarding suffixes.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle a suffix.
2. Context: A list of ten printed words, each containing a suffix.
3. Criteria: 80% accuracy

B) 1. Outcome: The student will circle a suffix.
2. Context: A printed sentence containing at least one word with a suffix.
3. Criteria: 60% accuracy over five sentences.

C) 1. Outcome: The student will add a suffix to a root word, forming a meaningful word.
2. Context: A list of ten printed words and a list of printed suffixes.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Hafner, *Patterns of Teaching Reading in the Elementary School,* pp. 112-3.

C) Durkin, Delores, *Teaching Them to Read,* pp. 296, 298.

D) Barbe, Walter, *Barbe Reading Skills Check List.*

E) Lyons & Carnahan – *Phonics We Use*

F) The following commercially prepared materials may also be found to be suitable as resources:
Everyday Language Skills Set – Instructor
Take Game – Dolch
Blink Letters – Milton Bradley

Conquests in Reading – Webster
Word Suffixes – Instructional Materials
Word Building Charts – Ideal
Spelling Generalization Charts – Ideal

IV SAMPLE TEST ITEMS:

A) Given a list of ten printed words, each containing a suffix, the student will circle a suffix.

B) Given a printed sentence containing at least one word with a suffix, the student will circle the suffix.

C) Given a list of ten printed words and a corresponding list of ten printed suffixes, the student will add a suffix to a root word to form a meaningful word.

3.0 Competency: Reading – Linguistics

3.1 Module Cluster: Word Form

3.16 Module: Contractions

I PURPOSE: To provide the student with the skills for identification and rule application regarding contractions.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle the contractions.
2. Context: A list of ten printed words, five of which are contractions.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will circle the contractions.
2. Context: A printed sentence containing at least one contraction.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will print contractions correctly.
2. Context: A printed list of five expressions which may be made into contractions.
3. Criteria: 80% accuracy.

D) 1. Outcome: The student will pronounce contractions and print the correct root words of the contractions.
2. Context: A printed list of five contractions.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Stanwix. *Developing Functional Basic Reading Skills.*

C) Stanwix Series Readers

D) Spice – Suggested activities to motivate the teaching of the Language Arts, p. 34.

E) The following commercially prepared materials may also be found to be suitable as resources:
Word Building Charts – Ideal

Spelling Generalization Charts – Ideal
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a list of ten printed words, five of which are contractions, the student will circle the contractions.

B) Given a printed sentence containing at least one contraction, the student will circle the contraction(s).

C) Given a printed list of five expressions which may be made into contractions, the student will print contractions, including apostrophes.

D) Given a printed list of five contractions, the student will pronounce the contractions and print the correct root words of the contractions.

3.0 Competency: Reading – Linguistics

3.1 Module Cluster: Word Form

3.17 Module: Possessives

I PURPOSE: To provide the student with the skills for rule application regarding possessives.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will form possessives by adding "'s."
2. Context: A printed list of ten singular nouns which do not end in "s."
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will form possessives by adding " ' "
2. Context: A printed list of ten nouns, plurals and/or singular nouns, which end in "s."
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will form possessives by adding "'s."
2. Context: A printed list of ten plural nouns which do not end in "s."
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) The following commercially prepared materials may also be found to be suitable as resources:
Word Building Charts – Ideal

IV SAMPLE TEST ITEMS:

A) Given a printed list of ten singular nouns which do not end in "s," the student will form the possessive by adding "'s."

B) Given a printed list of ten nouns, plurals and/or singular nouns which end in "s," the student will form the possessive by adding " ' "

C) Given a printed list of ten plural nouns which do not end in "s," the student will form the possessive by adding "'s."

3.0 Competency: Reading – Linguistics

3.1 Module Cluster: Word Form

3.18 Module: Syllabication

I PURPOSE: To provide the student with the skills for identification and rule application regarding syllables.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will state the number of syllables in a word previously heard.
2. Context: A list of ten words presented verbally, containing from one to four syllables.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will correctly divide words into syllables.
2. Context: A printed list of ten two-syllable words, containing double medial consonants.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will correctly divide words into syllables.
2. Context: A printed list of ten two-syllable words, containing different medial consonants.
3. Criteria: 80% accuracy.

D) 1. Outcome: The student will correctly divide words into syllables.
2. Context: A printed list of ten three- and/or four-syllable words.
3. Criteria: 80% accuracy.

E) 1. Outcome: The student will combine syllables verbally to form a word.
2. Context: A list of ten two, three, or four syllable words, presented verbally by syllable, at the rate of one per second.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) SRA – Reading Kit

C) The following commercially prepared materials may also be found to be suitable as resources:
Capture Game – Lyons
The Syllable Game – Garrard
Syllable Rule and Accent Clues – Ideal
Syllable Concept – Educators
Syllable Game – Dolch
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a list of ten words presented verbally, each word containing from one to four syllables, the student will state the number of syllables in each word.

B) Given a printed list of ten two-syllable words, each word containing double medial consonants, the student will correctly divide each word into its syllables.

C) Given a printed list of ten two-syllable words, each word containing different medial consonants, the student will correctly divide each word into its syllables.

D) Given a printed list of ten three- and/or four-syllable words, the student will correctly divide each word into its syllables.

E) Given a list of ten two-, three-, or four-syllable words, presented orally by syllable at the rate of one syllable persecond, the student will combine the syllables to form the word.

3.0 Competency: Reading – Linguistics

3.2 Module Cluster: Sentences

3.21 Module: Capitalization

I PURPOSE: To provide the student with the skills for identification and rule application regarding capitalization.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle capitalized words.
2. Context: A list of ten printed words, five of which are capitalized.
3. Criteria: 90% accuracy.

B) 1. Outcome: The student will circle capitalized words.
2. Context: A printed sentence containing at least two capitalized words. (Series of five sentences)
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will capitalize proper nouns and words at the beginning of a sentence.
2. Context: A series of five sentences, all printed in lower case.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Resources listed with Modules 1.81, 1.82, 1.83 and 1.84.

B) The following commercially prepared materials may also be found to be suitable as resources:
Word Builders – Instructional Materials
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a list of ten printed words, five of which are capitalized, the student will circle the capitalized words.

B) Given five printed sentences, each sentence containing at least two capitalized words, the student will circle the capitalized words.

C) Given a series of five sentences, all printed in lower case, the student will capitalize the proper nouns and words at the beginning of the sentences.

3.0 Competency: Reading – Linguistics

3.2 Module Cluster: Sentences

3.22 Module: Punctuation

I PURPOSE: To provide the student with the skills for identification and rule application regarding punctuation.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle punctuation marks.
2. Context: A list of ten printed sentences which contain at least three of each of the following punctuation marks: period, question mark, quotation marks, comma, exclamation point.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will correctly name punctuation marks.
2. Context: Five printed sentences containing at least two of each of the following punctuation marks: period, question mark, quotation marks, comma, exclamation point.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will write appropriate punctuation marks.
2. Context: Ten unpunctuated printed sentences which require at least three of each of the following punctuation marks: period, comma, question mark, quotation marks, exclamation points.
3. 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) The following commercially prepared materials may also be found to be suitable as resources:
Rules of Punctuation Cassettes – Ideal
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a list of ten printed sentences which contain at least three of each of the following punctuation marks – period, question mark,

quotation marks, comma, exclamation point – the student will circle the punctuation marks.

B) Given five printed sentences containing at least two of each of the following punctuation marks – period, question mark, comma, quotation marks, exclamation point – the student will correctly name each punctuation mark.

C) Given ten unpunctuated printed sentences which require at least three of each of the following punctuation marks – period, comma, question mark, quotation marks, exclamation point – the student will write in the appropriate punctuation marks.

3.0 Competency: Reading – Linguistics

3.3 Module Cluster: Parts of Speech

3.31 Module: Nouns

I PURPOSE: To provide the student with the skills for identification and classification of nouns.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle those words which are nouns.
2. Context: A printed list of fifteen words, ten of which are nouns, including names of persons, places and things.
3. Criteria: 90% accuracy.

B) 1. Outcome: The student will circle those words which are nouns.
2. Context: A printed list of ten noun-verb phrases.
3. Criteria: 90% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) The following commercially prepared materials may also be found to be suitable as resources:
Word Function and Sentence Pattern Charts – Ideal
Sight Phrase Cards – Garrard
Word and Phrase Sentence Builder – Instructional Materials
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a printed list of fifteen words, ten of which are nouns, including names of persons, places and things, the student will circle those words which are nouns.

B) Given a printed list of ten noun-verb phrases, the student will circle those words which are nouns.

3.0 Competency: Reading – Linguistics

3.3 Module Cluster: Parts of Speech

3.32 Module: Pronouns

I PURPOSE: To provide the student with the skills for identification of pronouns.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle those words which are pronouns.
2. Context: A printed list of fifteen words, ten of which are pronouns.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will circle those words which are pronouns.
2. Context: A printed list of ten pronoun-verb phrases.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will write a pronoun which correctly replaces a noun or group of nouns.
2. Context: A list of ten printed sentences, underlining the noun or nouns to be replaced.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) The following commercially prepared materials may also be found to be suitable as resources:
Sight Phrase Cards – Garrard
Word and Phrase Sentence Builder – Instructional Materials
Word Function and Sentence Pattern charts – Ideal
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a printed list of fifteen words, ten of which are pronouns, the student will circle those words which are pronouns.

B) Given a printed list of ten pronoun-verb phrases, the student will circle those words which are pronouns.

C) Given a list of ten printed sentences, underlining the noun or nouns to be replaced, the student will write a pronoun which correctly replaces the noun or group of nouns.

3.0 Competency: Reading – Linguistics

3.3 Module Cluster: Parts of Speech

3.33 Module: Verbs

I PURPOSE: To provide the student with the skills for identification and rule application regarding verbs.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle those words which are verbs.
2. Context: A printed list of fifteen words, ten of which are verbs.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will circle those words which are verbs.
2. Context: A printed list of ten noun-verb and/or pronoun-verb phrases.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will write a verb which agrees in number with a noun or nouns.
2. Context: A printed list of ten nouns, pronouns, and/or noun-pronoun phrases, five of which are singular and five of which are plural.
3. Criteria: 80% accuracy.

D) 1. Outcome: The student will write verbs in the past tense.
2. Context. A printed list of ten noun-verb and/or pronoun-verb phrases, each in the present tense.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) The following commercially prepared materials may also be found to be suitable as resources:
Word Function and Sentence Pattern charts – Ideal
Sight Phrase Cards – Garrard
Word and Phrase Sentence Builder – Instructional Materials
Everyday Language Skills Set – Instructor
Read and Say Verb Game – Dolch

IV SAMPLE TEST ITEMS:

A) Given a printed list of fifteen words, ten of which are verbs, the student will circle those words which are verbs.

B) Given a printed list of ten noun-verb and/or pronoun-verb phrases, the student will circle those words which are verbs.

C) Given a list of ten nouns, pronouns, and/or noun-pronoun phrases, five of which are singular and five of which are plural, the student will write verbs which agree in number with the nouns, pronouns, and noun-pronoun phrases.

D) Given a printed list of ten noun-verb and/or pronoun-verb phrases, each in the present tense, the student will write the verbs in the past tense.

3.0 Competency: Reading – Linguistics

3.3 Module Cluster: Parts of Speech

3.34 Module: Adjectives

I PURPOSE: To provide the student with the skills for identification and rule application regarding adjectives.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle those words which are adjectives.
2. Context: A printed list of fifteen words, ten of which are adjectives.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will circle those words which are adjectives.
2. Context: A printed list of ten noun-verb-adjective phrases and/or adjective-noun phrases.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will write an adjective which modifies a noun.
2. Context: A printed list of ten sentences, each containing at least a noun, a verb, and a blank which indicates where the adjective is to be written.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) The following commercially prepared materials may also be found to be suitable as resources:
Word Function and Sentence Pattern Charts – Ideal
Sight Phrase Cards – Garrard
Word and Phrase Sentence Builder – Instructional Materials
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a printed list of fifteen words, ten of which are adjectives, the student will circle those words which are adjectives.

B) Given a printed list of ten noun-verb-adjective and/or adjective-noun phrases, the student will circle those words which are adjectives.

C) Given a printed list of ten sentences, each containing at least a noun, verb and a blank which indicates where the adjective is to be written, the student will write an adjective which modifies the noun.

3.0 Competency: Reading – Linguistics

3.3 Module Cluster: Parts of Speech

3.35 Module: Adverbs

I PURPOSE: To provide the student with the skills for identification and rule application regarding adverbs.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle those words which are adverbs.
2. Context: A printed list of fifteen words, ten of which are adverbs.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will circle those words which are adverbs.
2. Context: A printed list of ten noun-verb-adverb and/or adverb-noun-verb phrases.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will write an adverb which correctly modifies a verb.
2. Context: A printed list of ten sentences, each containing at least a noun, a verb, and a blank which indicates where the adverb is to be written.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) The following commercially prepared materials may also be found to be suitable as resources:
Word Function and Sentence Pattern charts – Ideal
Sight Phrase Cards – Garrard
Word and Phrase Sentence Builder – Instructional Materials
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a printed list of fifteen words, ten of which are adverbs, the student will circle those words which are adverbs.

B) Given a printed list of ten noun-verb-adverb and/or adverb-noun-verb phrases, the student will circle those words which are adverbs.

C) Given a printed list of ten sentences, each containing at least a noun, a verb and a blank which indicates where the adverb is to be written, the student will write an adverb which correctly modifies the verb.

3.0 Competency: Reading – Linguistics

3.3 Module Cluster: Parts of Speech

3.36 Module: Prepositions

I PURPOSE: To provide the student with the skills for identification and rule application regarding prepositions.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle those words which are prepositions.
2. Context: A printed list of ten words, five of which are prepositions.
3. Criteria: 80% accuracy in the context.

B) 1. Outcome: The student will circle those words which are prepositions.
2. Context: A printed list of ten prepositional phrases.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will write meaningful prepositional phrases.
2. Context: A printed list of ten sentences each containing a blank which indicates an omitted phrase.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for Examples

B) *Teach them all to Read*, Cohen

C) *Teaching Reading*, Arthur Heilman

D) *Developing Functional Basic Reading Skills*, Stanwix

E) Stanwix Series Readers

F) *Phonics in Proper Perspective*, Heilman

G) The following commercially prepared material may also be found suitable as resources:

Spice Suggested Activities to motivate the Teaching of the Language Arts
Word Building Charts – Ideal
Spelling Generalization Charts – Ideal
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a printed list of ten words, five of which are prepositions the student will circle those words which are prepositions.

B) Given a printed list of ten prepositional phrases, the student will circle those words which are prepositions.

C) Given a printed list of ten sentences, each containing a blank which indicates an omitted phrase, the student will write meaningful prepositional phrases.

3.0 Competency: Reading – Linguistics

3.3 Module Cluster: Parts of Speech

3.37 Module: Articles and/or Specific Determiners

I PURPOSE: To provide the student with the skills for identification and rule application regarding articles or Specific Determiners.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle those words which are articles.
2. Context: A printed list of ten words, including the articles a, an, the.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will circle those words which are articles.
2. Context: A printed list of ten phrases, both article-noun and an adjective-noun.
3. Criteria: 80% accuracy.

C) 1. Outcome: The student will write an article which modifies a noun.
2. Context: A printed list of ten nouns, five of which begin with a vowel and/ or h* and five of which begin with a consonant, and the articles a and an.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix for Examples.

B) *Teach Them All To Read*, Cohen

C) *Teaching Reading*, Arthur Heilman

D) *Developing Functional Basic Reading Skills*, Stanwix

E) Stanwix Series Readers

F) *Phonics in Proper Perspective*, Heilman

G) The following commercially prepared material may also be found suitable as resources:

Spice – suggested activities to motivate teaching of the Language Arts
Word Building Charts – Ideal
Spelling Generalization charts – Ideal
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a printed list of ten words, including the articles a, an, and the, the student will circle those words which are articles.

B) Given a printed list of ten phrases, both article-noun and adjective-noun phrases, the student will circle those words which are articles.

C) Given a printed list of ten nouns, five of which begin with a vowel and/or h* and five of which begin with a consonant the student will write the article, choosing between the alternatives "a" and "an" which correctly modifies the noun.

* Irregular silent "H" rule, i.e., an hour, a house, an herb

4.0 Competency: Reading – Comprehension

4.1 Module Cluster: Phonetics – Linguistics

4.11 Module: Word Attack Skills

I PURPOSE: To provide the student with the skills for word attack skills.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will pronounce words correctly.
2. Context: A printed list of twenty words, none of which are in the student's sight vocabulary.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Ferinden, *Educational Interpretation of the ITPA* Sound Blending Subtest

B) Dolch Sight Vocabulary Words

C) *Reading Games* – Durrell

D) The following commercially prepared material may also be found suitable as resources:
Crossover – Lyons

IV SAMPLE TEST ITEMS:

A) Given the printed list of twenty words, none of which are in the student's sight vocabulary, the student will pronounce words correctly.

4.0 Competency: Reading – Comprehension

4.1 Module Cluster: Phonics – Linguistics

4.12 Module: Reading a one-syllable word with comprehension

I PURPOSE: To provide the student with the skills for reading a one-syllable word with comprehension.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will read & define a one-syllable word.
2. Context: A series of twenty one-syllable words, presented on flash cards; each of which is already in the student's spoken vocabulary.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Dolch Sight Vocab. words

B) Crossover – Lyons

C) *Reading Games* – Durrell

D) Stanwix Series

E) Basal Readers

F) Barnell-Loft – *Using Context* – Levels A and up

IV SAMPLE TEST ITEMS:

A) Given a series of twenty one-syllable words, presented on flash cards; each of which is already in the student's spoken vocabulary; the student will read and define the meaning of a one-syllable word.

4.0 Competency: Reading – Comprehension

4.2 Module Cluster: Word Meaning

4.21 Module: Contextual Clues

I PURPOSE: To provide the student with the skills for obtaining word meaning by contextual clues.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will define an unfamiliar word.
2. Context: A list of ten printed sentences each containing an unfamiliar word which is underlined.
3. Criteria: Clinical Teacher Judgement.

B) 1. Outcome: The student will write a word according to the presented context.
2. Context: A list of ten printed sentences each containing a blank which indicates an omitted word.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Basal Readers

B) Barnell-Loft – Using Context – Levels A and up

C) Dolch Puzzle Books – Levels 1 and 2

D) Stanwix Series

E) *Reading Games* – Durrell

F) The following commercially prepared materials may also be found suitable as resources:
Classification Opposites Sequence Transparencies – Ideal
Word Functions and Sentence Pattern Charts – Ideal
Antonym Poster Cards – Milton Bradley
Synonym Poster Cards – Milton Bradley
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a list of ten printed sentences, each containing an unfamiliar word which is underlined, the student will define the meaning of the unfamiliar word according to its context.

B) Given a list of ten printed sentences, each containing a blank which indicates an omitted word, the student will write in a meaningful word according to the presented context.

4.0 Competency: Reading – Comprehension

4.2 Module Cluster: Word Meaning

4.22 Module: Use of Dictionary

I PURPOSE: To provide the student with the skills for obtaining word meaning from a dictionary. (Prerequisite skill: The student must be competent in use of a dictionary.)

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will define a word after finding it in a dictionary.
2. Context: A list of five unfamiliar words and a dictionary.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Thesaurus

B) Any dictionary and/or picture dictionary

C) Basal readers

IV SAMPLE TEST ITEMS:

A) Given a list of five unfamiliar words and a dictionary, the student will define a word after finding it in the dictionary.

4.0 Competency: Reading – Comprehension

4.2 Module Cluster: Word Meaning

4.23 Module: Synonyms & Antonyms

I PURPOSE: To provide the student with the skills for associating words with their synonyms and antonyms.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbally provide the synonyms of words.
2. Context: A list of ten familiar words presented orally and/or visually.
3. Criteria: Clinical Teacher Judgement.

B) 1. Outcome: The student will verbally provide the antonyms of words.
2. Context: A list of ten familiar words presented orally and/or visually.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) The following commercially prepared materials may also be found to be suitable as resources:
Classification Opposites Sequence Transparencies – Ideal
Word Functions and Sentence Pattern charts – Ideal
Antonym Poster Cards – Milton Bradley
Synonym Poster Cards – Milton Bradley
Everyday Language Skills Set – Instructor

IV SAMPLE TEST ITEMS:

A) Given a list of ten familiar words presented orally and/or visually, the student will verbally provide the synonyms of the words presented.

B) Given a list of ten familiar words presented orally and/or visually, the student will verbally provide the antonyms of the words presented.

4.0 Competency: Reading – Comprehension

4.3 Module Cluster: Phrase Meaning

4.31 Module: Contextual Clues

I PURPOSE: To provide the students with the skills for obtaining phrase meaning by contextual clues.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbally explain the meaning of a phrase.
2. Context: Five printed sentences each containing an underlined phrase.
3. Criteria: 80% accuracy.

B) 1. Outcome: The student will write in a meaningful phrase according to the presented context.
2. Context: Five printed sentences each containing a blank which indicates an omitted phrase.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Stanwix Series

C) Barnell-Loft – Using Context

D) SRA – Reading Kit

E) Conquest in Reading series

F) The following commercially prepared materials may also be found to be suitable as resources:
Sight Phrase Cards – Dolch
Word and Phrase Sentence Builder – Instructional Materials

IV SAMPLE TEST ITEMS:

A) Given five printed sentences each containing an underlined phrase, the student will verbally explain the meaning of the phrase.

B) Given five printed sentences each containing a blank which indicates an omitted phrase, the student will write in a meaningful phrase according to the presented context.

4.0 Competency: Reading – Comprehension

4.4 Module Cluster: Syntax

4.41 Module: Syntax

I PURPOSE: To provide the student with the skills for syntax usage.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will reorder a group of words and write a syntactically correct sentence.
2. Context: A printed list of ten groups of randomly arranged words, each group containing an adjective, noun, article, verb, and adverb.
3. Criteria: 80% accuracy.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) Robert's Linguistic Series – Harcourt, Brace & Jovanovich

C) Our Language Today Series – Ameridan Book

D) New Directions in English

IV SAMPLE TEST ITEMS:

A) Given a printed series of ten groups of randomly arranged words, each group containing an adjective, noun, article, verb, and adverb, the student will reorder the group of words and write a syntactically correct sentence.

4.0 Competency: Reading – Comprehension

4.5 Module Cluster: Sentence Meaning

4.51 Module: Sentence Meaning

I PURPOSE: To provide the student with the skills for obtaining sentence meaning.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbally explain the meaning of a sentence.
2. Context: A printed list of five sentences.
3. Criteria: Clinical Teacher Judgement.

B) 1. Outcome: The student will write answers to questions.
2. Context: A printed list of five sentences, each followed by a literal question.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix

B) SRA – Reading Kit

C) Barnell-Loft – Reading for Context

D) Merrill – Diagnostic Reading Workshops

E) Merrill Linguistic Readers – Skilltext

IV SAMPLE TEST ITEMS:

A) Given a printed list of five sentences, the student will verbally explain the meaning of the sentences.

B) Given a printed list of five sentences, each followed by a literal question, the student will write meaningful answers to the questions.

4.0 Competency: Reading – Comprehension

4.5 Module Cluster: Sentence Meaning

4.52 Module: Following Written Directions

I PURPOSE: To provide the student with the skills for following written directions.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will perform the action required by a written direction.
2. Context: Written directions, e.g., prescription sheets, work sheets, personal notes.
3. Criteria: The clinical judgement of the teacher.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) See Appendix of Examples.

B) The following commercially prepared materials may also be found to be suitable resources:
Gates-Peardon Reading Exercises – Teachers
Barnell-Loft – Following Directions
Conquest in Reading Series
Steck-Vaugh Reading Essentials Series
Diagnostic Reading Workbooks – Merrill
Three-In-One Workbooks – Merrill
Reading Skilltext Series – Merrill
SRA Reading Kits

IV SAMPLE TEST ITEMS:

A) Given a set of written directions the student will perform the action required.

4.0 Competency: Reading – Comprehension

4.6 Module Cluster: Paragraph Meaning

4.61 Module: Appropriation of Context in Sentence Construction

I PURPOSE: To provide the student with the skills for writing meaningful, congruent sentences in relation to context.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will write a sentence which meaningfully precedes another sentence.
2. Context: A printed list of five discrete sentences.
3. Criteria: The clinical judgement of the teacher.

B) 1. Outcome: The student will write a sentence which meaningfully follows another sentence.
2. Context: A printed list of five discrete sentences.
3. Criteria: The clinical judgement of the teacher.

C) 1. Outcome: The student will write a sentence which fits meaningfully into a paragraph.
2. Context: Three printed paragraphs, each having one sentence omitted from the body of the paragraph.
3. Criteria: The clinical judgement of the teacher.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) The following commercially prepared materials may also be found to be suitable resources:

Reading for Meaning – Lippincott
Something New To Do – Schmitt
Reading for Context – Barnell-Loft
Merrill Reading Skilltext Series
Diagnostic Reading Workbooks – Merrill
High Interest-Low Vocabulary Books
SRA Reading Kits
Dolch Readers

IV SAMPLE TEST ITEMS:

A) Given a printed list of five discrete sentences, the student will write a sentence which meaningfully precedes another sentence.

B) Given a printed list of five discrete sentences, the student will write a sentence which meaningfully follows another sentence.

C) Given three printed paragraphs, each having one sentence omitted from the body of the paragraph; the student will write a sentence which meaningfully completes the paragraph.

4.0 Competency: Reading – Comprehension

4.6 Module Cluster: Paragraph Meaning

4.62 Module: Paragraph Meaning

I PURPOSE: To provide the student with the skills for obtaining the meaning of paragraphs.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will verbally explain the meaning of a paragraph.
2. Context: A series of three printed paragraphs, each containing at least five sentences.
3. Criteria: The clinical judgement of the teacher.

B) 1. Outcome: The student will write meaningful answers to literal questions about a paragraph.
2. Context: A series of three printed paragraphs, each containing at least five sentences; followed by literal questions as to who, what, where and when.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) The following is a list of commercially prepared materials which may be found suitable as resources:
Reading for Meaning – Lippincott
Something New To Do – Schmitt
Reading for Context – Barnell-Loft
Merrill Reading Skilltext Series
Diagnostic Reading Workbooks – Merrill
High Interest-Low Vocabulary Books
SRA Reading Kit
Dolch Readers

IV SAMPLE TEST ITEMS:

A) Given a series of three printed paragraphs each containing at least five sentences, the student will verbally explain the meaning of a paragraph.

B) Given a series of three printed paragraphs, each containing at least five sentences, followed by literal questions as to who, what, where and when; the student will write meaningful answers to literal questions about the paragraph.

4.0 Competency: Reading – Comprehension

4.6 Module Cluster: Paragraph Meaning

4.63 Module: Main Idea of Paragraph

I PURPOSE: To provide the student with the skills for identifying the main idea of a paragraph or short narration.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will circle the item number of the statement which best represents the main idea of a paragraph.
2. Context: A series of three printed paragraphs, each containing at least five sentences; each followed by a list of three numbered statements about the paragraph, one of which is the main idea.
3. Criteria: Clinical Teacher Judgement.

B) 1. Outcome: The student will state the main idea of a paragraph.
2. Context: A series of three printed paragraphs, each containing at least five sentences.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Dolch Readers

B) Barnell-Loft – Reading for Context

C) SRA – Reading Kit

D) Lippincott – Reading for Meaning

E) Merrill Reading Series – Skilltext

F) Merrill – Diagnostic Reading Workbooks

G) High interest-low vocabulary books such as: Cowboy Sam; Stanwix Series; Checkered Flag Series

IV SAMPLE TEST ITEMS:

A) Given a series of three printed paragraphs, each containing at least five sentences; each followed by a list of three numbered

statements about the paragraph, one of which is the main idea, the student will circle the item numbers of the statements which best represent the main ideas of the paragraphs.

B) Given a series of three printed paragraphs, each containing at least five sentences, the student will state the main idea of each paragraph.

4.0 Competency: Reading – Comprehension

4.6 Module Cluster: Paragraph Meaning

4.64 Module: Logical Order of Ideas in a Paragraph (Sequencing)

I PURPOSE: To provide the student with the skills for determining the logical order of ideas in a paragraph or short narration.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will write a series of ideas in logical order.
2. Context: Three series of four printed statements, randomly ordered, which may be placed in a logical order.
3. Criteria: Clinical Teacher Judgement.

B) 1. Outcome: The student will verbally recall the logical order of ideas in a paragraph.
2. Context: A printed series of three paragraphs, each containing at least five sentences.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Barnell-Loft – Reading for Context

B) Merrill Reading Series – Skilltext

C) Merrill – Diagnostic Reading Workbooks

D) Steck-Vaugh – Reading Essentials Series

E) SRA – Reading Kit

F) Dolch Readers

G) High interest-low vocabulary books such as: Cowboy Sam; Checkered Flag Series; Stanwix Series

IV SAMPLE TEST ITEMS:

A) Given three series of four printed statements, randomly ordered, the student will write the series of ideas in logical order.

B) Given a printed series of three paragraphs, each containing at least five sentences, the student will verbally recall the logical order of the ideas which were presented in each paragraph.

4.0 Competency: Reading – Comprehension

4.6 Module Cluster: Paragraph Meaning

4.65 Module: Critical Evaluation

I PURPOSE: To provide the student with the skills for critically evaluating a written passage.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will state whether statements are fact or opinion.
2. Context: Five printed statements, in or out of context.
3. Criteria: Clinical Teacher Judgement.

B) 1. Outcome: The student will state whether he liked reading a passage, and why.
2. Context: A printed passage of at least five sentences.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) Aesop's Fables

B) Dolch Readers

C) Webster – New Practice Readers

D) Steck – Progress in Reading

E) High interest-low vocabulary books such as: Jim Forest Readers; Stanwix Series; Checkered Flag Series

IV SAMPLE TEST ITEMS:

A) Given five printed statements, in or out of context, the student will verbalize and/or write whether the statements are fact or opinion.

B) Given a printed passage of at least five sentences, the student will verbalize and/or write whether he liked reading the passage, and why.

4.0 Competency: Reading – Comprehension

4.6 Module Cluster: Paragraph Meaning

4.66 Module: Inferences:

I PURPOSE: To provide the student with the skills for drawing inferences from a printed passage.

II BEHAVIORAL OBJECTIVE(S):

A) 1. Outcome: The student will draw an inference from a written passage. (details)
2. Context: A printed passage of at least three sentences from which inferences may be drawn (or detail)
3. Criteria: Clinical Teacher Judgement.

B) 1. Outcome: The student will complete a story, either verbally or in writing.
2. Context: A printed passage, or at least five sentences with an open-ended last sentence.
3. Criteria: Clinical Teacher Judgement.

C) 1. Outcome: The student will anticipate, either verbally or in writing what will happen next in a story or in current events.
2. Context: A printed passage of at least five sentences describing a continuing activity or event.
3. Criteria: Clinical Teacher Judgement.

D) 1. Outcome: The student will draw conclusions (cause and effects, generalizations, morals), either verbally or in writing from information given.
2. Context: A printed passage of at least five sentences from which conclusions may be drawn.
3. Criteria: Clinical Teacher Judgement.

III INSTRUCTIONAL RESOURCES/OPTIONS/ACTIVITIES:

A) New Practice Reader –Webster

B) Aesop's Fables

C) Gates-Peardon – Reading Exercises – Teachers

D) Dolch Readers

E) Jim Forest Series

F) The following commercially prepared materials may also be suitable as resources:
Checkered Flag Series
Reading Skill Builders – Reader's Digest

IV SAMPLE TEST ITEMS:

A) Given a printed passage of at least five sentences, from which inferences or detail may be drawn the student will correctly respond to questions requiring the student to draw inferences from the passage.

B) Given a printed passage, of at least five sentences, with an open ended last sentence, the student will complete the passage either verbally, or in writing.

C) Given a printed passage, of at least five sentences, describing a continuing activity and/or event, the student will anticipate either verbally or in writing, what will happen next.

D) Given a printed passage, of at least five sentences, from which conclusions may be drawn, the student will draw a conclusion, either verbally, or in writing from the information given.

Cluster Competency Tests

Cluster Competency Test
1.1
Auditory Discrimination

Module 1.2, Rhyming

Instructions: "Tell me a pair of words that rhymes. For example, cat/hat or lark/bark."

Module 1.15, Final Consonant Discrimination

Instructions: "I am going to say some words, and I want you to tell me if the *LAST* letters in the words sound the same or different."

1. mountain – balloon
2. goat – stuff
3. plot – scout
4. bid – fog
5. quack – kick
6. dinner – saucer
7. trip – pup
8. tab – dad
9. wagon – light
10. toad – buzz

Module 1.191, Final Consonant Blends

Instructions: "I am going to say some words, and I want you to tell me if the *ENDINGS* in the words sound the same or different."

1. toast – feast
2. bring – tang
3. kept – lisp
4. crisp – clasp
5. stand – chant
6. stamp – pong
7. field – held
8. lift – loft
9. rant – train
10. camp – cast

Module 1.17, Medial Vowel Discrimination

Instructions: "i am going to say some words, and I want you to tell me if the *MIDDLE* sound in the words are the same or different."

1. stop – rock
2. hope – tone
3. cat – leg
4. get – gift
5. hive – like
6. hut – map
7. list – lift
8. came – cake
9. pan – dig
10. let – pig

Cluster Competency Test
1.2
Auditory Memory

Module 1.24, Auditory Memory of Letters

Instructions: "I want to see if you can remember some letters. I will say some letters, then I will read a sentence to you, and then I will ask you to tell me the letters."

1. D, B, G, F When they entered the zoo, the lion roared.
2. Z, L, V, P Tom took his little sister to the park.
3. M, S, Q, C Bill has a blue parrot that talks.

Cluster Competency Test
1.3
Auditory Sequential Memory

Module 1.34, Auditory Sequential Memory of Letters

Instructions: "I am going to say some letters, then I want you to say them back to me in the same order."

1. D, O, R, K
2. P, D, A, X
3. W, U, O, L

Cluster Competency Test
1.4
Auditory Comprehension

Module 1.41, Auditory Comprehension – Literal
Instructions: "I want you to do three things."

1. Bring me your work book, sharpen your pencil, and come sit down.

2. Wash your hands, find page ten in your workbook, and raise your hand when you have found it.

3. Take this note to the office, ask the secretary to sign it, and bring it back to my desk.

Instructions: "I am going to read a story to you, and after I am finished I am going to ask you to tell me five things that happened in the story."

A story, such as a fairy tale, which is not familiar to the student.

Cluster Competency Test
1.5
Visual Discrimination

Module 1.55, Visual Discrimination of Letters

Instructions: "Here are four letters. Point to the one which is different."

1. b d b b
2. m m n m
3. c c c o
4. z x z z
5. q p p p

Cluster Competency Test
1.6
Visual Memory of Letters

Module 1.64, Visual Memory of Letters

Instructions: "I am going to show you a letter, then I'll take it away. Next I will show you a group of four letters, and I want you to point to the one you saw before."

1. *B* BKRO
2. *L* SULP
3. *K* VAKQ
4. *T* HTCF
5. *W* MGVW

Cluster Competency Test
1.7
Visual Sequential Memory

Module 1.74, Visual Sequential Memory of Letters

Instructions: "I am going to show you some letters. Look at them carefully. Then I am going to mix them up, and I want you to put them back the way they were before."

1. B D P
2. O Q C
3. M L R
4. R B P
5. Z T F

Cluster Competency Test
1.8
Letter Knowledge

Module 1.83, Identification

Instructions: "I am going to show you some letters. Tell me what they are."

B I Z p K c h R S l o w A J t g

Module 1.84, Recall and Reproduction

Instructions: "I am going to say some letters, and I want you to print them for me." (Either upper or lower case letters are acceptable.)

E K U Z A L D H O R W B F C G I

Cluster Competency Test
2.1
Consonants

Module 2.13, Final Consonants

Instructions: "I am going to say some words, and I want you to tell me what *SOUND* they end with."

1. balloon
2. goat
3. toad
4. flap
5. foam
6. tab
7. miss
8. fog
9. stuff
10. roll

Instructions: "I am going to say some words, and I want you to tell me what *LETTER* they end with."

1. four
2. buzz
3. look
4. happen
5. steal
6. rid
7. trip
8. nab
9. plot
10. calf

Module 2.17, Final Consonant Blends

Instructions: "I am going to say some words, and I want you to tell me what *blend sound* they end with."

1. toast
2. kept
3. bring
4. stand
5. stamp
6. rant
7. lift
8. risk
9. lisp
10. field

Instructions: "I am going to say some words, and I want you to tell me what *blend* they end with."

1. clasp
2. loft
3. task
4. held
5. chant
6. slept
7. sling
8. camp
9. pond
10. feast

Module 2.191, Final Consonant Digraphs

Instructions: "I am going to say some words, and I want you to tell me what *SOUND* they end with."

1. church
2. with
3. hush
4. touch
5. eighth
6. wish
7. myth
8. crunch
9. crush
10. smith

Instructions: "I am going to say some words, and I want you to tell me what *DIGRAPH* they end with."

1. munch
2. swish
3. mush
4. witch
5. ninth
6. bunch
7. froth
8. sabbath
9. lunch
10. crash

Cluster Competency Test
2.2
Vowels

Module 2.22, Medial Vowels

Instructions: "I am going to say some words, and I want you to tell me the single vowel *SOUND* you hear in the middle of each word."

1. cat
2. get
3. list
4. stop
5. putt
6. came
7. need
8. hive
9. hope
10. flute

Instructions: "I am going to say some words, and I want you to tell me what *VOWEL* is in the middle of each word."

1. map
2. leg
3. gift
4. rock
5. cup
6. cake
7. keep
8. like
9. tone
10. cute

Module 2.33, Vowel Digraphs

Instructions: "I am going to say some words, and I want you to tell me the vowel digraph *SOUND* you hear in the middle of each word."

1. seed
2. gray
3. plain
4. coat
5. foe
6. food
7. leaf
8. hook
9. cease
10. jail

Instructions: "I am going to say some words, and I want you to tell me what *DIGRAPH* is in the middle of each word."

1. say
2. rail
3. peach
4. goose
5. wood
6. leaf
7. need
8. plain
9. boat
10. toe

Module 2.24, Vowel Diphthongs

Instructions: "I am going to say some words, and I want you to tell me what vowel diphthong *SOUND* you hear."

1. boy
2. join
3. house
4. boil
5. cow
6. mouse
7. employ
8. soil
9. toy
10. now

Instructions: "I am going to say some words, and I want you to tell me which *DIPHTHONG* you hear."

1. coin
2. soil
3. sound
4. brow
5. deploy
6. mouse
7. how
8. destroy
9. toil
10. gown

Cluster Competency Test
3.1
Word Form

Module 3.12, Compound Words

Instructions: "Here is a list of compound words. I want you to separate them into their root words." (Separate: write the root words, circle the root words, or draw a line between the root words)

1. airplane
2. cowboy
3. mailman
4. sunflower
5. something

Module 3.13, Plurals

Instructions: "Here is a list of words. I want you to write the plurals."

1. hat
2. dress
3. pony
4. leaf
5. finger
6. box
7. lady
8. shelf
9. child
10. girl
11. fox
12. goose
13. deer
14. foot
15. man

Module 3.14, Prefixes

Instructions: "I want you to write meaningful words by combining the following lists of prefixes and root words."

1. dis	take
2. in	view
3. re	happy
4. un	ward
5. ad	figure
6. be	claim
7. ex	side
8. for	prepared
9. mis	run
10. pre	join

Module 3.15, Suffixes

Instructions: "I want you to write meaningful words by combining the following lists of suffixes and root words."

1. er	hope
2. ly	command
3. ed	report
4. ing	happy
5. ful	map
6. ition	year
7. ling	part
8. some	add
9. ment	hand
10. ness	shrewd

Module 3.16, Contractions

Instructions: "Using this list of expressions, I want you to write the contractions and then say them for me."

1. do not	4. you are
2. I have	5. it is
3. I will	

Module 3.17, Possessives

Instructions: "Here is a list of nouns. I want you to write their possessives."

1. child	6. oxen
2. Charles	7. girl
3. children	8. books
4. George	9. mice
5. boss	10. duck

Module 3.18, Syllabication

Instructions: "Here is a list of words. I want you to divide them into their syllables."

1. vegetable	6. carpenter
2. marshmallow	7. important
3. elderberry	8. cucumber
4. consonant	9. bicycle
5. beautiful	10. yesterday

Instructions: "Listen to these sounds and tell me what word they make."

1. mid-dle	6. par-a-graph
2. ap-ple	7. ar-ti-cle
3. in-for-ma-tion	8. ti-ger
4. ex-am-ple	9. dic-tion-ar-y
5. in-ter-view	10. com-for-ta-ble

Cluster Competency Test
3.2
Sentences

Module 3.21, Capitalization

Instructions: "Here are some sentences which do not have any capital letters. I want you to capitalize the words which need to be capitalized."

1. on wednesday, harry will make a speech at the coliseum.

2. dr. goodbody left for the paris convention.

3. charlie brown is my favorite character in peanuts.

4. flag day is on the fourteenth of june.

5. the book, *rebecca of sunnybrook farm*, was checked out yesterday by mrs. smith.

Module 3.22, Punctuation

Instructions: "I want you to punctuate the following sentences."

1. When they entered the zoo the lion roared

2. Baseball football basketball and hockey are well-known team sports

3. Thick gray fog covered the ocean

4. Will you take me to the shore asked David

5. Mary asked are you going to take me to the pool today

Cluster Competency Test
3.3
Parts of Speech

Module 3.31, Nouns

Instructions: "Circle the words which are nouns."

1. Phillip opened
2. run home
3. boy fell
4. mother yelled
5. street curved
6. Dick wrote
7. pen dropped
8. open door
9. wheel turned
10. fix dinner

Module 3.32, Pronouns

Instructions: "Replace the underlined noun with a meaningful pronoun."

1. John rode the bicycle.
2. The girls played in the yard.
3. Alice fell in the rabbit hole.
4. Will you take Jim, Bill, and Joan to the circus?
5. Monkeys, giraffes, and lions live in the zoo.

Module 3.33, Verbs

Instructions: "Change these verbs to the past tense."

1. Tom draws
2. Walter wiggles
3. shoes match
4. rabbit hops
5. they drink

Instructions: "Write a verb to agree with these nouns."

1. cats
2. people
3. hands
4. men
5. faucets
6. you
7. father
8. tooth
9. pencil
10. chair

Module 3.34, Adjectives

Instructions: "Circle the adjective in these sentences."

1. Tim plays in the sandy area.
2. Books are kept in the school library.
3. Dirty shoes were left on the steps.
4. John is wearing a blue shirt.
5. Jim wanted roller skates for his birthday.

Module 3.35, Adverbs

Instructions: "Circle the adverbs in these sentences."

1. The boy was very happy.
2. He was not athletic.
3. Please drive carefully.
4. Dr. Smith always takes a vacation.
5. The bus never arrives on time.

Module 3.36, Prepositions

Instructions: "Fill in the blanks with a meaningful prepositional phrase."

1. John tripped _____.
2. The bonfire appeared _____.
3. The child rose timidly _____.
4. The policeman _____ _____ entered the dark store.
5. _____ we would go hungry.

Cluster Competency Test
4.1
Phonetics – Linguistics

Module 4.11, Word Attack Skills
Instructions: "Pronounce the words in this list."

A list of ten words which are not in the student's sight vocabulary.

Module 4.12, Reading a One-Syllable Word with Comprehension
Instructions: "I want you to read these words to me and tell me what they mean."

A list of ten one-syllable words which are in the student's spoken vocabulary.

Cluster Competency Test
4.2
Word Meaning

Module 4.21, Contextual Clues

Instructions: "I want you to read these sentences and tell me what the underlined words mean as used in the sentences."

A list of five sentences, each having one unfamiliar word which is underlined.

Example: If the student is not familiar with the word "Physician," an appropriate sentence would be:

Johnny was sick, so his mother took him to their physician.

An inappropriate sentence would be:

Mrs. Smith and Johnny went to their physician.

Module 4.22, Use of Dictionary

Instructions: "I want you to find these words in the dictionary and write down their definitions."

A list of ten words which are not familiar to the student.

Module 4.23, Synonyms and Antonyms

Instructions: "I am going to say a word and I want you to tell me a synonym for it."

1. watch (look)
2. road (street)
3. pants (slacks)
4. little (small)
5. car (automobile)
6. big (large)
7. fast (quick)
8. slice (cut)
9. close (shut)
10. clothes (apparel)

Note: These are suggested synonyms: other synonyms may be acceptable.

Instructions: "I am going to say a word and I want you to tell me an antonym for it."

1. ugly (pretty)
2. good (bad)
3. sick (well)
4. true (false)
5. yes (no)
6. soft (hard)
7. wet (dry)
8. smooth (rough)
9. work (play)
10. long (short)

See Note above.

Cluster Competency Test
4.3
Phrase Meaning

Module 4.31, Contextual Clues

Instructions: "I want you to read these sentences and tell me what the underlined phrases mean as they are used in the sentences."

1. It was hot at the fair, but we were cool and shaded beneath the canopy.

2. Eric, the leading candidate, will probably win the election.

3. Five hundred men were trapped down in the coal mine.

4. Everyone except Susie was invited to the party.

5. Since it is raining, the picnic was cancelled.

Cluster Competency Test
4.4
Syntax

Module 4.41, Syntax

Instructions: "I want you to rearrange these words to make a meaningful sentence."

1. Classroom outside his airplane flew John always the paper.

2. Furnace sneakers Ken's not wet were dry the on put to.

3. Date late for party Al and the dinner very were his.

4. With my I Saturday every go deep-sea father fishing.

5. Noisily children on young played playground the the.

Cluster Competency Test
4.5
Sentence Meaning

Module 4.51, Sentence Meaning

Instructions: "I want you to read these sentences. Then I am going to ask you some questions about the sentences, and I want you to answer them."

1. He was furious when Marty took the ball. Why was he furious?

2. Jim drew on his sneakers because he was bored. Why did he draw on his sneakers?

3. We pulled the curtains to keep out the glare from the sun. What did we do?

4. After driving over a glass bottle, the yellow car had a flat tire. Why did the tire go flat?

5. We left early in the morning because we had a long way to go. Why did we leave early in the morning?

Module 4.52, Following Written Directions

Instructions: "I want you to read these directions and do what they tell you to do."

Erase the blackboard. Write five sentences on the board telling about your hobby. Tell me when you are done.

Cluster Competency Test
4.6
Paragraph Meaning

Module 4.61, Appropriation of Context in Sentence Construction

Instructions: "Here is a paragraph with a sentence missing. I want you to write a meaningful sentence to complete the paragraph."

Once upon a time there was a rabbit who was always bragging about how fast he could run. He thought it was funny to strut around the forest asking, "_____ _____" None of the other animals ever agreed to run him a race. They were surprised when the turtle said, "I will run you a race, Mr. Rabbit."

Module 4.62, Paragraph Meaning

Instructions: "I want you to read this paragraph and answer the questions about it."

Once upon a time a goat sat near the side of a road. He was an old, fat goat, and his coat was black as coal. One day the goat saw a green toad go down the road. "I want to hop like a toad," said the fat old goat. "I want to hop down the road."

1. What did the goat look like?
2. How did the goat feel?
3. What did the goat see?
4. What did the goat want to do?

Module 4.63, Main Idea of a Paragraph

Instructions: "Read this paragraph and write down the main idea."

Saturday morning we went fishing on Lake Jackson. The boat and motor worked fine. As John reeled in his first cast, he felt a tug, and he pulled back to set the hook. Suddenly, a lunker bass broke the water and created a whirlpool of churning foam. John struggled, but finally boated him. The rest of the day he spent recalling his vivid memories of catching the 15-pound bass.

Module 4.64, Logical Order of Ideas in a Paragraph

Instructions: "Read these sentences and write the numbers of the sentences as they would be arranged in a meaningful paragraph."

1. At the park we saw Old Faithful and fed the bears.

2. Summer vacation began in June.

3. We went to Yellowstone National Park, and slept in our new camper.

4. The first thing I did on vacation was camping.

Module 4.65, Critical Evaluation

Instructions: "Read these sentences and tell me whether they are fact or opinion."

1. According to the survey, a small percentage of the total population uses dental floss regularly each day.

2. Childhood is the best time of your life.

3. Water is composed of hydrogen and oxygen.

4. Football is everyone's favorite sport.

5. Calcium helps to build strong bones.

Module 4.66, Inferences

Instructions: "Read this paragraph, and complete the last sentence meaningfully."

The big day finally arrived. John had been in training for three months in anticipation of winning the gold cup. To John, this cup was all that was important in the world. The race began. John knew he could do it. He was winning by two leaps when suddenly, _____ _____.

APPENDIX

MODULE 1.12 RHYMING

1. Moon – Spoon
2. Cat – Hat
3. Cake – Rake
4. Get – Let
5. House – Mouse
6. Dig – Pig
7. Pan – Can
8. Fill – Spill
9. Star – Car
10. Dog – Log

MODULE 1.17 MEDIAL VOWEL DISCRIMINATION

1. Cat – Map
2. Game – Cake
3. Get – Leg
4. Need – Keep
5. List – Gift
6. Hive – Like
7. Stop – Rock
8. Hut – Cup
9. Flute – Cute
10. Hope – Tone

MODULE 1.18 DISCRIMINATION OF SINGLE CONSONANT BLENDS

See Appendix, Module 2.15 for list of consonant blends.

MODULE 1.19 DISCRIMINATION OF INITIAL CONSONANT BLENDS

1. Blend – Black
2. Spoon – Spot
3. Speak – Stop
4. Flood – Club
5. Skip – Skill
6. Ski – Steep
7. Strip – String
8. Squash – Squid
9. Spring – Clash
10. Swift – Spray
11. Twist – Twine
12. Trigger – Thread
13. Break – Bless
14. Smile – Sweet
15. Brunt – Bruise
16. Grin – Groan
17. Proud – Cloud
18. Clasp – Clan
19. Fling – Flash
20. Scan – Scrap

MODULE 1.191 DISCRIMINATION OF FINAL CONSONANT BLENDS

1. Toast – Feast
2. Kept – Slept
3. Loft – Lent
4. Find – Frisk
5. Park – Pink
6. Bring – Sling
7. Hold – Tank
8. Stand – Pond
9. Stamp – Camp
10. Yield – Crack
11. Rant – Chant
12. Pest – Pint
13. Lift – Loft
14. Cramp – Camp
15. Sing – Bond
16. Lisp – Clasp
17. Hard – Just
18. Sink – Carp
19. Field – Held
20. Apt – Ark

MODULE 2.11 SINGLE CONSONANTS

B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, (Y), Z

MODULE 2.12 INITIAL CONSONANTS

1. Mountain
2. Range
3. Saucer
4. Queen
5. Kite
6. Wagon
7. Paste
8. Barber
9. Jungle
10. Garden
11. Tiger
12. Never
13. Hamburger
14. Dinner
15. Violin
16. Year
17. Furniture
18. Light
19. Zebra
20. Candle
21. Xerxes

MODULE 2.13 FINAL CONSONANTS

1. Balloon
2. Goat
3. Toad
4. Flap
5. Foam
6. Tab
7. Miss
8. Fog
9. Stuff
10. Roll
11. For
12. Buzz
13. Gook
14. Fox
15. Row
16. Tic
17. Hurrah

MODULE 2.14 MEDIAL CONSONANTS

1. Cabbage
2. Spaded
3. Refill
4. Legal
5. Hammer
6. Beneath
7. Pepper
8. Hurry
9. Letter
10. Given
11. Away
12. Missing
13. Follow
14. Wizard
15. Oxen
16. Request
17. Bacon
18. Rehash
19. Adjust
20. Maker

MODULE 2.15 CONSONANT BLENDS

Ft, Nt, Sk, Ng, Ld, Rd, Rk, Pt, Nk, Mp, Bl, Cl, Fl, Gl, Pl, Sl, Br, Cr, Dr, Fr, Gr, Pr, Tr, Sc, St, Tw, Sp, Sw, Sn, Sm, Scr, Thr, Nd, Rp, Ck, Ght, Spr, Str, Squ

MODULE 2.16 INITIAL CONSONANT BLENDS

1. Black
2. Flow
3. Glance
4. Plane
5. Slink
6. Break
7. Crash
8. Clinic
9. Drastic
10. Friend
11. Groan
12. Prattle
13. Treat
14. Score
15. Stampede
16. Twig
17. Spur
18. Switch
19. Snow
20. Smell
21. Scream
22. Stride
23. Squiggle
24. Spring
25. Thrust

MODULE 2.17 FINAL CONSONANT BLENDS

1. Heft
2. Faint
3. Risk
4. Gong
5. Hold
6. Ford
7. Park
8. Kept
9. Prank
10. Clump
11. Clasp
12. Pest
13. Hand
14. Carp
15. Check
16. Flight

MODULE 2.18 CONSONANT DIGRAPHS

Sh, Ch, Wh, Th

MODULE 2.19 INITIAL CONSONANT DIGRAPHS

1. Whim
2. Shoe
3. Think
4. Cheese
5. Shiver
6. Wheel
7. Chunk
8. They

MODULE 2.191 FINAL CONSONANT DIGRAPHS

1. Wish
2. Which
3. Myth
4. March
5. Both
6. Smash

MODULE 2.21 SINGLE VOWELS

A, E, I, O, U

MODULE 2.22 MEDIAL VOWELS

1. Map
2. Get
3. Hope
4. Cake
5. Rock
6. Hive
7. Need
8. List
9. Flute
10. Tub

MODULE 2.23 VOWEL DIGRAPHS

Vowel digraphs are a pair of vowels together in a syllable, the first of which represents its long sound and the second of which is silent. The digraphs which most consistently follow this generalization are:

Ai, Oa, Ee, Ea, Ay

Other common digraphs are: Oo, Oe

1. Rail
2. Say
3. Peach
4. Feed
5. Coat
6. Foe
7. Food
8. Hook
9. Leaf
10. Plain
11. Cease
12. Each
13. Play
14. Need
15. Jail

MODULE 2.24 VOWEL DIPHTHONGS

Oi, Ow, Oy, Ou

1. Boy
2. Join
3. Employ
4. Cow
5. House
6. Coin
7. How
8. Mouse
9. Broil
10. Destroy

MODULE 3.11 ROOT WORDS

1. Inside
2. Rerun
3. Undone
4. Redo
5. Beginner
6. Foregone
7. Misplace
8. Semiannually
9. Twilight
10. Pretest

MODULE 3.12 COMPOUND WORDS

1. Cowboy
2. Mailman
3. Sunflower
4. Something
5. Bedroom
6. Carport
7. Afternoon
8. Woodwork
9. Playtime
10. Homemade

MODULE 3.13 PLURALS

(A)
1. Hat – Hats
2. Finger – Fingers
3. Leaf – Leaves
4. Pony – Ponies
5. Goat – Goats
6. Fox – Foxes
7. Dress – Dresses
8. Shelf – Shelves
9. Lady – Ladies
10. Boss – Bosses

(B)
1. Goose – Geese
2. Mouse – Mice
3. Man – Men
4. Sheep – Sheep
5. Child – Children
6. Deer – Deer
7. Moose – Moose
8. Fish – Fish
9. Ox – Oxen
10. Foot – Feet

MODULE 3.14 PREFIXES

Dis, In, Re, Un, Ad, Al, Be, Ex, Fore, Im, Mis, Pre, Ac, En, Extra, Non, Co, De, Em, Inter, Ir, Out, Post, Semi, Two

(A)
1. Disfigure
2. Disappear
3. Inside
4. Rerun
5. Unable
6. Inward
7. Undigested
8. Reclaim
9. Unprepared
10. Redo

(B)
1. Adjoin
2. Already
3. Beside
4. Exclaim
5. Forward
6. Impart
7. Mistreat
8. Preview
9. Precede
10. Mistake

(C)
1. Acquisition
2. Endure
3. Extraordinary
4. Nonsense
5. Nondiscript
6. Encase
7. Endoderm
8. Extrasensory
9. Nonconformist
10. Accept

(D)
1. Antisocial
2. Cooperate
3. Departure
4. Embark
5. Interrelated
6. Irregular
7. Outside
8. Postscript
9. Semiannual
10. Twofold

MODULE 3.15 SUFFIXES

Er, Ly, Ed, Est, Ing, En, Ful, Less, Ment, Ness, Or, Y, Able, Ance, Ation, Ence, Ent, Ion, Intion, Ous, Th, Tion, Ure, Ward, Do, Hood, Ian, Ible, Ist, Ling, Sion, Some, Al, An, Ant, Ary, Ee, Ery, Escent, Fy, Ic, Ice, Ician, Ish, Ity, Ive, Let, Ty

(A)
1. Reporter
2. Madder
3. Sticker
4. Stopper
5. Smoker
6. Happily
7. Coyly
8. Coarsely
9. Freely
10. Quietly

(B)
1. Mapped
2. Lovliest
3. Fading
4. Fatten
5. Joyful
6. Hopeless
7. Payment
8. Shrewdness
9. Operator
10. Sandy

(C)
1. Comfortable
2. Importance
3. Association
4. Existence
5. Persistent
6. Invention
7. Recognition
8. Malicious
9. Width
10. Traction
11. Conjecture
12. Homeward

(D)
1. Hairdo
2. Statehood
3. Librarian
4. Mandible
5. Pacifist
6. Yearling
7. Decision
8. Wholesome
9. Guardian
10. Handsome

(E)
1. Filial
2. American
3. Important
4. Dictionary
5. Employee
6. Stationery
7. Incandescent
8. Fortify
9. Prolific
10. Beautiful
11. Magician
12. Foolish
13. Amity
14. Inventive
15. Couplet
16. Beauty

MODULE 3.16 CONTRACTIONS

1. Do not – Don't
2. Can not – Can't
3. It is – It's
4. You are – You're
5. I have – I've
6. You will – You'll
7. Would not – Wouldn't
8. Could not – Couldn't
9. I am – I'm
10. They have – They've

MODULE 3.17 POSSESSIVES

(A)
1. Child – Child's
2. George – George's
3. Man – Man's
4. Girl – Girl's
5. Mary – Mary's
6. Duck – Duck's
7. Group – Group's
8. Pupil – Pupil's
9. Wolf – Wolf's
10. Table – Table's

(B)
1. Charles – Charles'
2. James – James'
3. Boss – Boss'
4. Class – Class'
5. Frances – Frances'
6. Books – Books'
7. Joneses – Joneses'
8. Kings – Kings'
9. Ladies – Ladies'
10. Communists – Communists'

(C)
1. Children – Children's
2. Geese – Geese's
3. Oxen – Oxen's
4. Men – Men's
5. Mice – Mice's
6. Sheep – Sheep's
7. Fish – Fish's
8. Feet – Feet's
9. Moose – Moose's
10. Deer – Deer's

MODULE 3.18 SYLLABICATION

(A)
1. Ladder
2. Slipper
3. Batter
4. Skipper
5. Chatter
6. Matter
7. Balloon
8. Ballast
9. Parrot
10. Kitten

(B)
1. Window
2. Simple
3. Carpet
4. Sister
5. Problem
6. Chapter
7. Bluster
8. Sunset
9. System
10. Corner

(C)
1. Vegetable
2. Marshmallow
3. Elderberry
4. Consonant
5. Beautiful
6. Carpenter
7. Important
8. Cucumber
9. Bicycle
10. Yesterday

(D)
1. Mid-dle
2. Ap-ple
3. In-for-ma-tion
4. Ex-am-ple
5. In-ter-view
6. Par-a-graph
7. Ar-ti-cle
8. Ti-ger
9. Dic-tion-ar-y
10. Com-for-ta-ble

MODULE 3.22 PUNCTUATION

(A)
1. Mr. Bryant, our principal, was last seen out on the playground.
2. Baseball, football, basketball, and hockey are well-known team sports.
3. Do you know the answer?
4. "Do you know what time it is?" asked Joanna.
5. "Here they come!" shouted George.
6. Jeff won the race!
7. "Ouch! I cut my finger," cried Ellen.
8. Will you go to the circus!
9. The next assignment is on page 97.
10. "Come along with me," said Mrs. Grant.

(C)
1. When they entered the zoo the lion roared
2. Hammers saws and screwdrivers are tools of a carpenter
3. Thick gray fog covered the ocean
4. Will you take me to the store asked David
5. We won the game
6. Is this the way to the library
7. Come here
8. Mary asked Are you going to the pool today
9. No said Arthur I will not go
10. Open your book turn to page seven and answer tne questions

MODULE 3.31 NOUNS

(A)
1. Table
2. Animal
3. Philadelphia
4. Sing
5. Ship
6. Balloon
7. Was
8. Aquarium
9. Beautiful
10. The
11. Church
12. Potato
13. Run
14. New
15. Dwarf

(B)
1. Phillip opened
2. Run home
3. Boy fell
4. Mother yelled
5. Street curved
6. Dick wrote
7. Pen dropped
8. Open door
9. Wheel turned
10. Fix dinner

MODULE 3.32 PRONOUNS

(A)
1. He
2. They
3. Girl
4. We
5. I
6. An
7. Everybody
8. Our
9. It
10. Him
11. She
12. Us
13. Her
14. Someone
15. That

(B)
1. She went
2. I walked
3. You ate
4. Drink it
5. We swam
6. You thought
7. Do it
8. They followed
9. She cried
10. I tried

(C)
1. John rode the bicycle.
2. The girls played in the yard.
3. Monkeys, giraffes, and lions live in the zoo.
4. Bill's parrot talks.
5. Those are Mary's pencil.
6. The burglar went out the window.
7. Bob and I left for the game.
8. Please give the books to Susan and me.
9. Alice fell into the rabbit hole.
10. Will you take Jim, Bill and Joan to the circus?

MODULE 3.33 VERBS

(A)
1. Run
2. Playing
3. People
4. Is
5. Are
6. Sews
7. Worker
8. Clyde
9. Enjoy
10. Rested
11. Napping
12. Barks
13. Baby
14. Blowing
15. Animals

(B)
1. Sun shines
2. He goes
3. Horse trots
4. People sit
5. Go team
6. Kitten drinks
7. They sing
8. We play
9. Glue sticks
10. Burn paper

(C)
1. Cats
2. My children
3. You
4. Hands
5. His tooth
6. They
7. Pencil
8. Chair
9. Faucets
10. Our house

(D)
1. Tom draws
2. She skates
3. Rabbit hops
4. Shoes match
5. We think
6. Poet writes
7. Walter wiggles
8. Boys swim
9. They drink
10. He runs

MODULE 3.34 ADJECTIVES

(A)
1. Pretty
2. Happy
3. Angry
4. Sunshine
5. Early
6. Black
7. Snowy
8. French
9. There
10. Strong
11. Biggest
12. Colorful
13. Late
14. Gross
15. Sing

(B)
1. Big boy runs
2. White rabbit hops
3. Sharp knife cuts
4. Laughing clown
5. Singing choir
6. Brown shoes
7. Thick fog
8. Spotted carpet
9. Proud father beams
10. Difficult task

(C)
1. Tim plays in the _____ area.
2. Books are kept in the _____ library.
3. The _____ play in the yard.
4. The _____ shoes were left on the steps.
5. The _____ boy fell down.
6. John is wearing a _____ shirt.
7. Tom took his _____ sister to the park.
8. Jim wanted_____ skates for his birthday.
9. The day was _____ .
10. I want _____ cake.

MODULE 3.35 ADVERBS

(A)
1. Falsely
2. Neatly
3. Sunny
4. Better
5. Now
6. Strangely
7. Quickly
8. Flat
9. Quite
10. Good
11. Somewhat
12. Sweet
13. Rather
14. Lovely
15. Very

(B)
1. Ballerina danced nimbly
2. Engine rumbled sluggishly
3. Music played loudly
4. Merrily children chattered
5. Policeman spoke forcefully
6. Tiger viciously attacked
7. Records had not arrived
8. Badly injured fireman
9. They never came
10. Day became too cold

(C)
1. The boy was _____ happy.
2. He was _____ athletic.
3. The bird was _____ pretty.
4. Please step_____ .
5. The dog barked _____ .
6. The race started _____ .
7. Dr. Smith _____ takes a vacation.
8. The mansion was _____ beautiful.
9. Our car drove _____ .
10. The bus _____ arrives on time.

MODULE 3.36 PREPOSITIONS

(A) About, Above, Across, After, Against, Among, Around, At, Before, Behind, Beside, Between, Beyond, By, Down, During, Except, For, From, In, Into, Like, Of, Off, Through, Throughout, On, Over, Past, Since, To, Toward, Underneath, Until, Up, Upon, Under, With, Within, Without, In front of, On account of, Next to, In back of, In spite of, With regard to

(B)
1. On the moon
2. From a hilltop
3. Under his bed
4. Behind the door
5. With an ax
6. In front of the tower
7. At the beach
8. Down the embankment
9. Across the bridge
10. Into the water

(C)
1. John tripped_____ .
2. I listened to the record _____ .
3. The child rose timidly _____ .
4. A policeman _____ entered the dark store.
5. Bill searched _____ .
6. A doctor _____ lifted the injured person.
7. A bonfire appeared _____ .
8. The bird dove _____ .
9. The skydiver jumped _____ .
10. _ _____ we would go hungry.

MODULE 3.37 ARTICLES AND/OR SPECIFIC DETERMINERS

(A)
1. This
2. Under
3. Next
4. The
5. My
6. An
7. Girl
8. One
9. A
10. In

(B)
1. Pretty sunset
2. The sky
3. Green tree
4. An ocean
5. A blanket
6. Silly clown
7. The paper
8. Large dog
9. A book
10. An elephant

(C)
1. House
2. Tiger
3. Orchid
4. Pineapple
5. Hour
6. Herb
7. Cowboy
8. Eagle
9. Apple
10. Dinosaur

MODULE 4.23 SYNONYMS & ANTONYMS

(A)
1. Pretty – Beautiful
2. Small – Little
3. Build – Construct
4. Big – Large
5. Watch – Look
6. Automobile – Car
7. Close – Shut
8. Fast – Quick
9. Pants – Slacks
10. Cut – Slice

(B)
1. Ugly – Pretty
2. Good – Bad
3. Sick – Well
4. True – False
5. Yes – No
6. Work – Play
7. Soft – Hard
8. Long – Short
9. Wet – Dry
10. Open – Shut

MODULE 4.31 CONTEXTUAL CLUES

(A)
1. It was hot at the Fair, but we were cool and shaded beneath the canopy.
2. Eric, the leading candidate, will probably win the election.
3. Five hundred men were trapped down in the coal mine.
4. Everyone except Susie was invited to the party.
5. Since it is raining, the picnic was cancelled.

(B)
1. _____ , John left school.
2. Albert, _____ , will play a solo.
3. All of us _____ are going on a field trip.
4. Joan and Susan will go _____ .
5. _____ Judy will play golf.

MODULE 4.41 SYNTAX

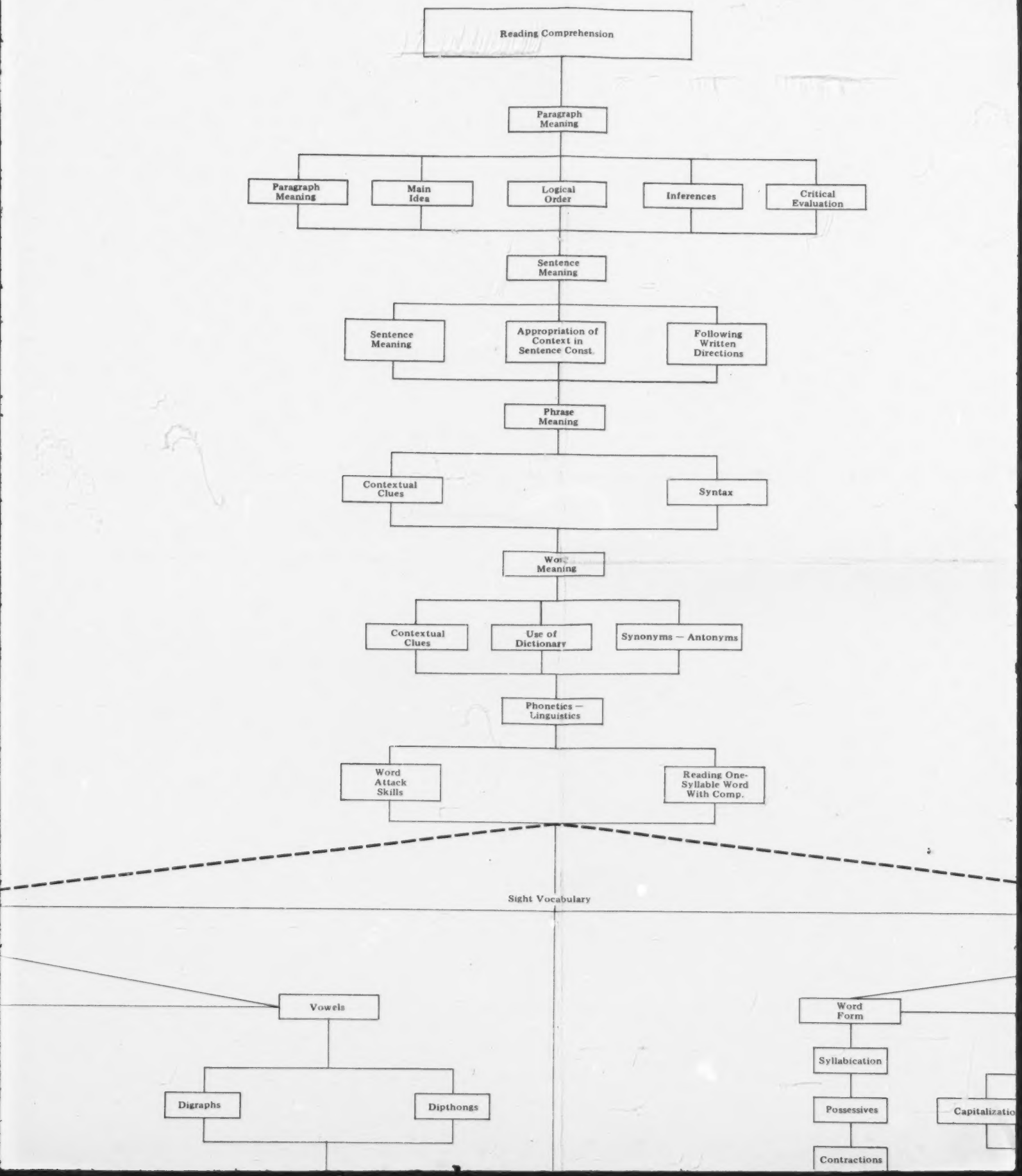
1. Classroom outside his airplane flew John always the paper.
2. Furnace sneakers Ken's not wet were dry the on put to.
3. Date late for party Al and the dinner very were his.
4. With my I Saturday every go deep-sea father fishing.
5. Noisily children on young played playground the the.

MODULE 4.51 SENTENCE MEANING

(B)
1. He was furious when Marty took the pie. Why was he furious?
2. Jim drew on his sneakers because he was bored. Why did he draw on his sneakers?
3. We will go to the store to buy bread and milk. What will we buy?
4. When he got home, Alvin ate a piece of pie. What did Alvin do when he got home?
5. We are going to the swimming pool because the afternoon is hot. Where are we going?

MODULE 4.52 FOLLOWING WRITTEN DIRECTIONS

1. Turn to the next lesson in your workbook. Read the directions carefully. Answer the questions.
2. Read the next story in your book. Write two questions about it. Tell me when you are done.
3. Take this note to the office. Ask the secretary to write her name on it. Bring it back to my desk.
4. Do these ten math problems. Check your work carefully. Show me your answers.
5. Throw away all your used papers. Get a clean piece of paper. Copy these sentences on it.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Following Written Directions
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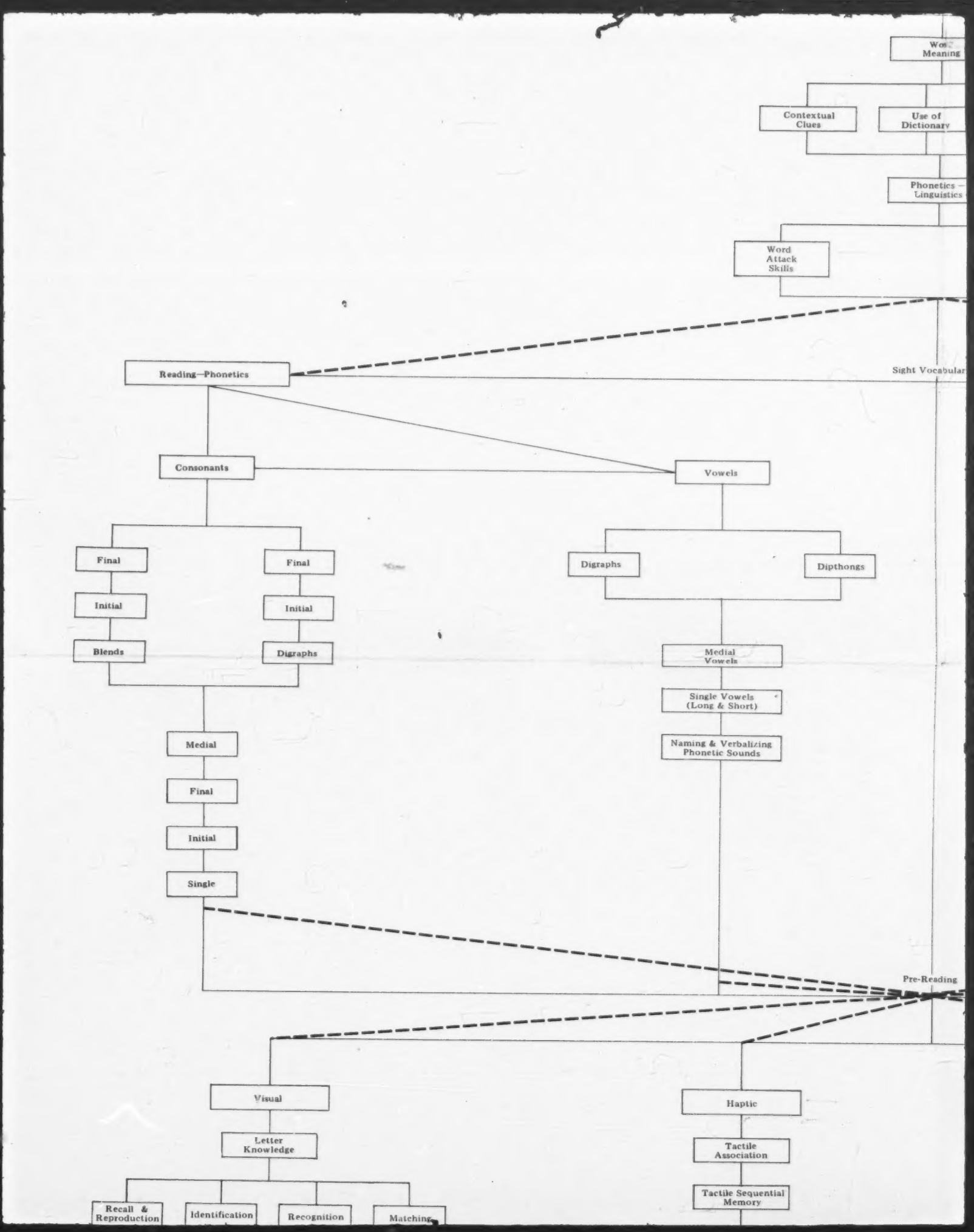
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Dipthongs
Medial Vowels
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Naming & Verbalizing Phonetic Sounds
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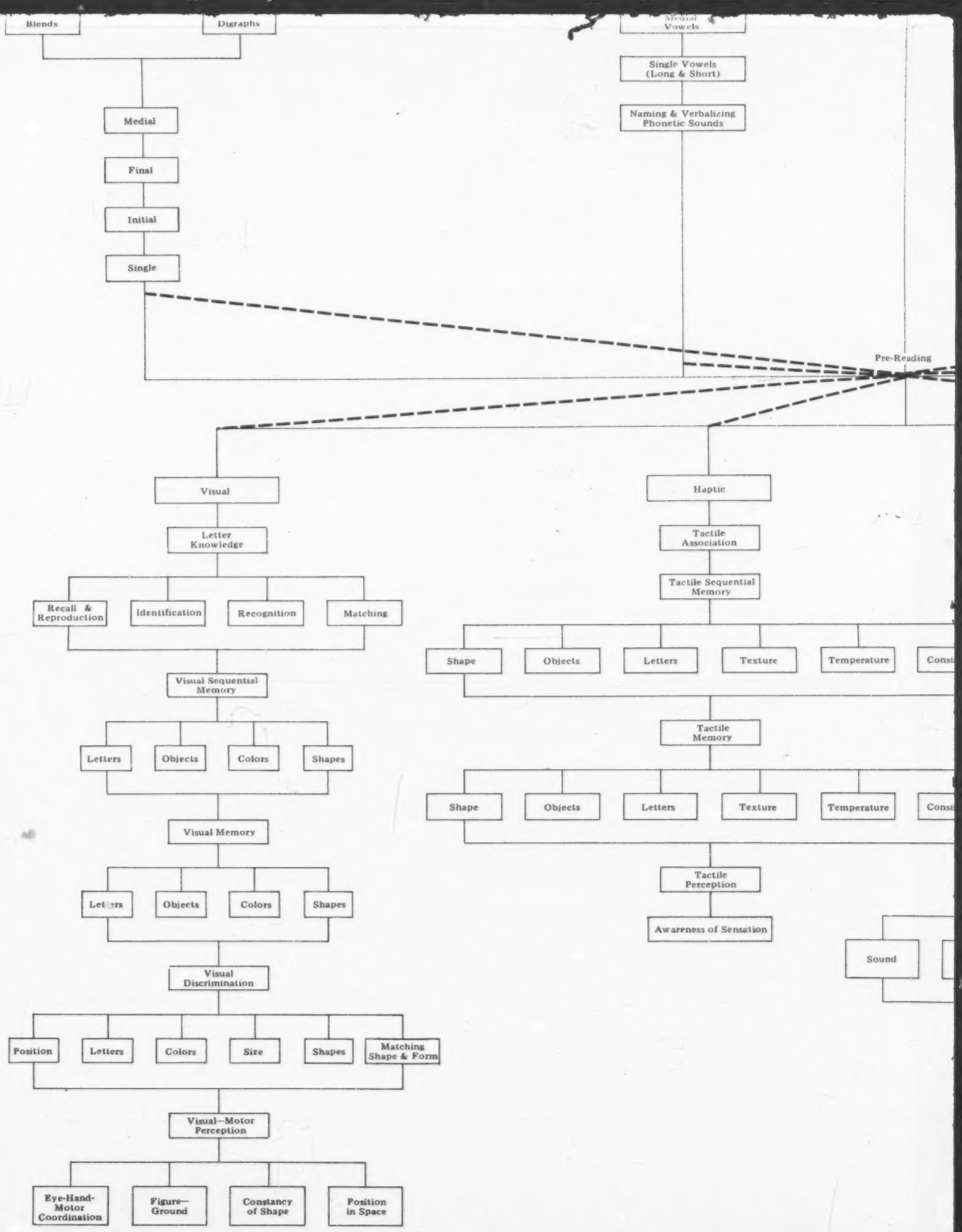
Recall & Reproduction
Identification
Recognition
Matching
Haptic
Tactile Association
Tactile Sequential Memory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Naming & Verbalizing Phonetic Sounds
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Visual
Letter Knowledge
Recall & Reproduction
Identification
Recognition
Matching
Visual Sequential Memory
Letters
Objects
Colors
Shapes
Visual Memory
Letters
Objects
Colors
Shapes
Visual Discrimination
Position
Letters
Colors
Size
Shapes
Matching Shape & Form
Visual—Motor Perception
Eye-Hand-Motor Coordination
Figure—Ground
Constancy of Shape
Position in Space
Haptic
Tactile Association
Tactile Sequential Memory
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Letters
Texture
Temperature
Tactile Memory
Shape
Objects
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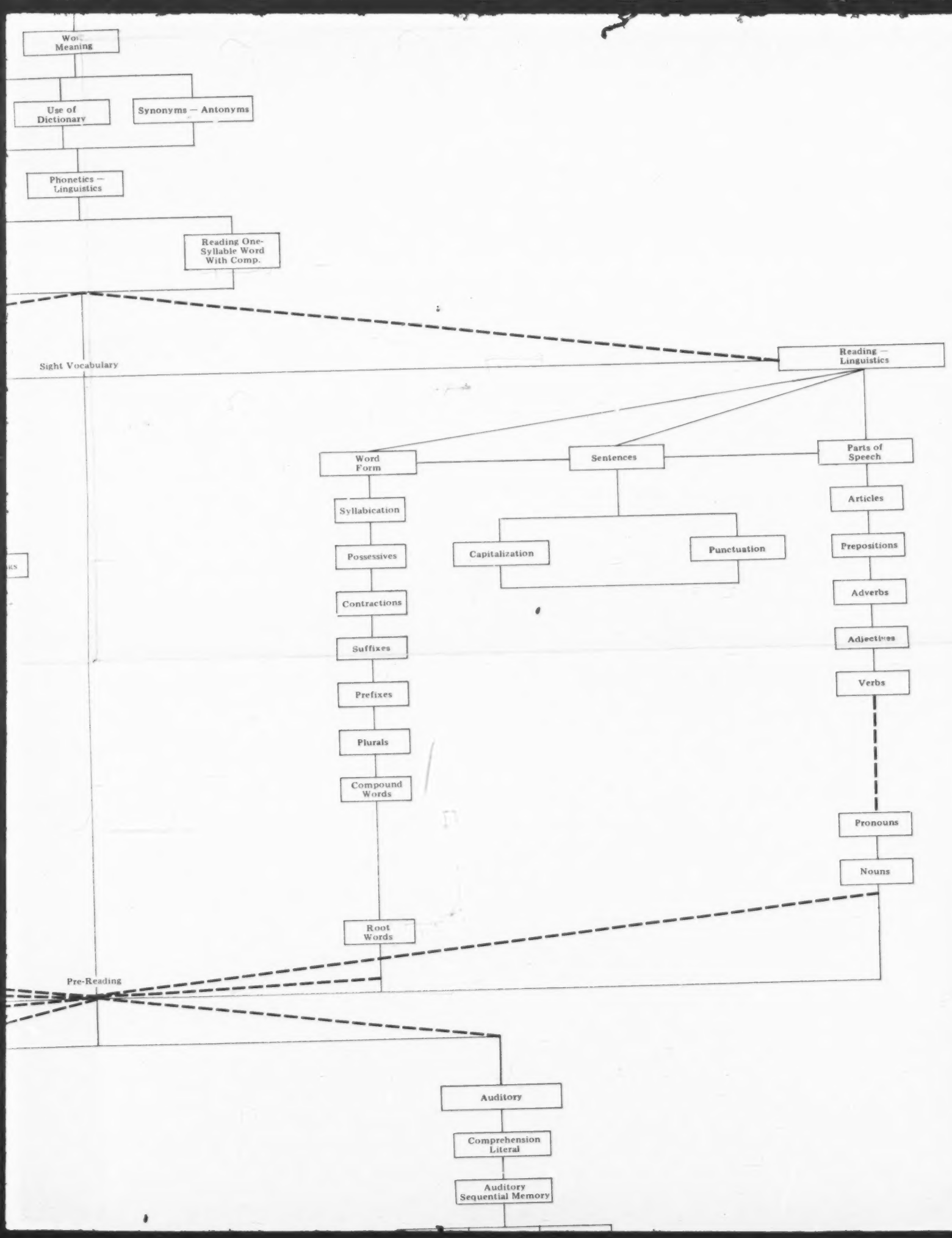
Texture
Temperature
Tactile Perception
Awareness of Sensation
Sound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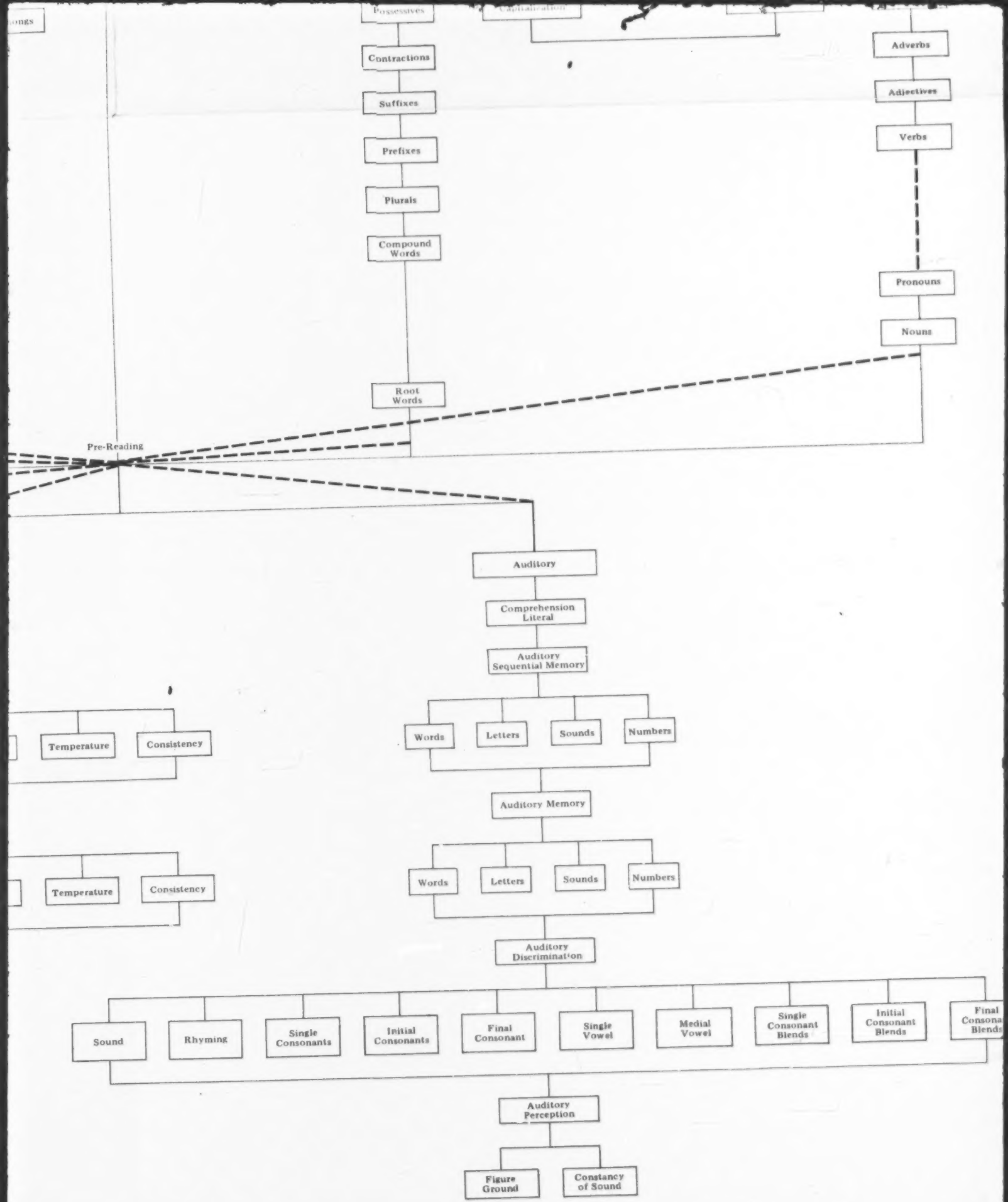
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